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# REPORT

PAID JAN 13 1904  
U.S. DEPT. OF THE INTERIOR  
MAY 13 1904

OF THE

## COMMISSIONER OF EDUCATION FOR PORTO RICO

TO THE

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SECRETARY OF THE INTERIOR, U. S. A.

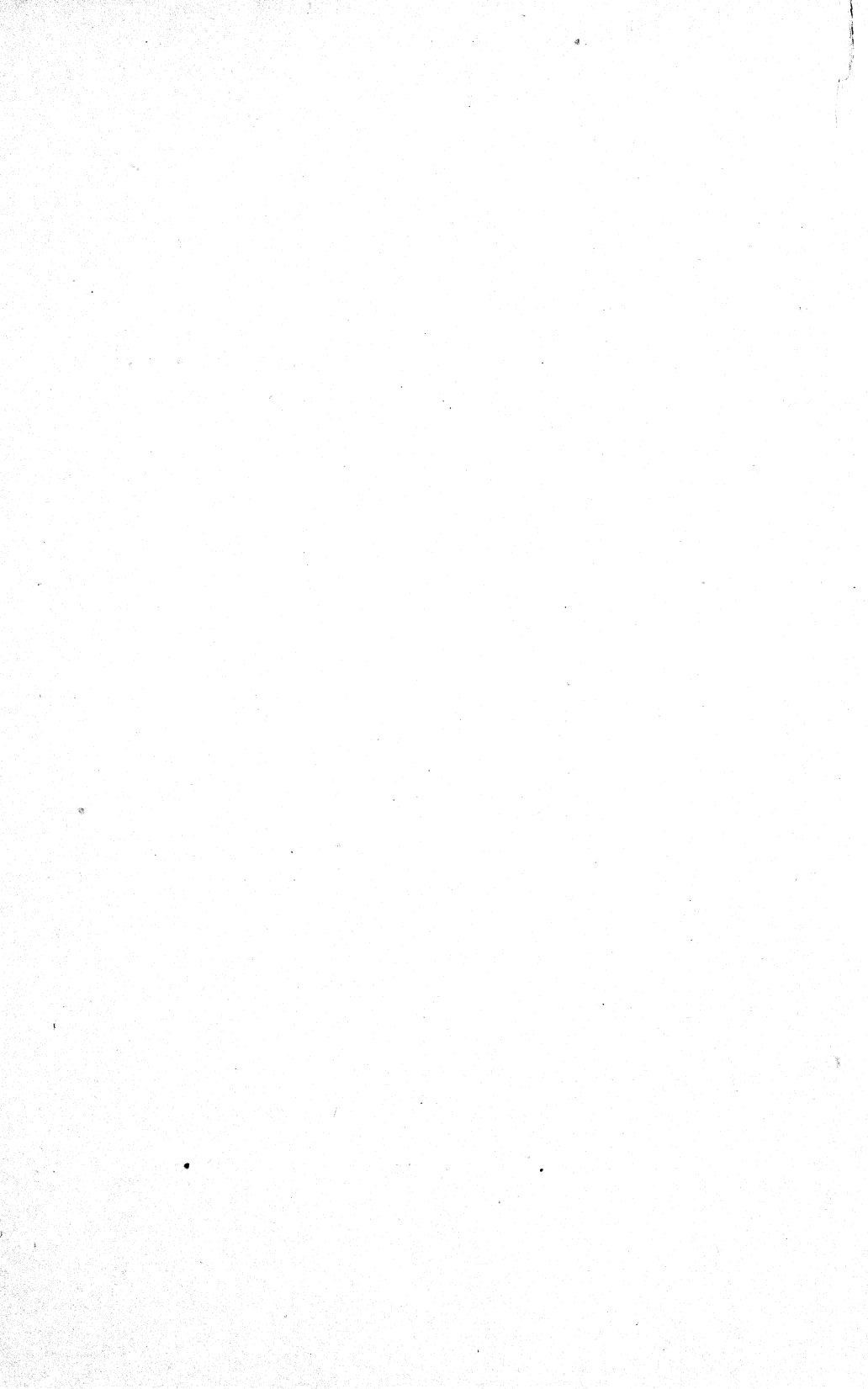
*Porto Rico, Dept. of education*

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1903.

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WASHINGTON:  
GOVERNMENT PRINTING OFFICE.  
1903.



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OF THE

## COMMISSIONER OF EDUCATION FOR PORTO RICO

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# LETTER OF TRANSMITTAL.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, P. R., September 21, 1903.*

SIR: I have the honor to submit my annual report on education in Porto Rico for the fiscal year ended June 30, 1903, prepared in pursuance of section 25 of the act of Congress, approved April 12, 1900 (31 Stat., 77), entitled "An act to provide revenue and a civil government for Porto Rico, and for other purposes," and in pursuance of section 139 of the Political Code of Porto Rico, approved March 1, 1902.

The following letter from the honorable the Secretary of the Interior, Washington, D. C., indicates specifically certain information desired by his Department, and the data thus asked for are given so far as the records of this department enable us to do so:

DEPARTMENT OF THE INTERIOR,  
*Washington, June 27, 1903.*

SIR: I have the honor to invite your attention to section 25 of the act of Congress, approved April 12, 1900 (31 Stat., 77), entitled "An act to provide revenue and a civil government for Porto Rico, and for other purposes," which provides as follows:

"That the commissioner of education shall superintend public instruction throughout Porto Rico, and all disbursements on account thereof must be approved by him; and he shall perform such other duties as may be prescribed by law, and make such reports through the governor as may be required by the Commissioner of Education of the United States, which shall annually be transmitted to Congress."

I have to request that you will cause this matter to be brought to the attention of the commissioner of education with request that he will prepare and forward, through you for my consideration, at a date not later than October 1, 1903, a report of the educational matters pertaining to Porto Rico with which he is charged under existing laws.

In addition to such matters as may be embodied by the commissioner of education in his report, it is desirable that he incorporate therein answers to the following questions, which correspond to questions annually propounded by the Bureau of Education of this Department to each State and Territorial superintendent of public instruction in the United States, to wit:

1. Number of pupils enrolled on the school register (excluding duplicates or reenrollments):

| White—       | Colored—     | White and colored— |
|--------------|--------------|--------------------|
| Males.....   | Males.....   | Males.....         |
| Females..... | Females..... | Females.....       |
| Total ..     | Total ..     | Total ..           |

2. Average daily attendance:

|              |       |
|--------------|-------|
| White.....   | ..... |
| Colored..... | ..... |
| Total .....  | ..... |

3. Average number of days the public schools were kept.....

|   |               |                    |         |
|---|---------------|--------------------|---------|
| 4. Number of buildings used as schoolhouses (including buildings rented) :  |               |                    |         |
| For white schools .....   |               |                    | .....   |
| For colored schools .....   |               |                    | .....   |
| All .....   |               |                    | =====   |
| 5. Estimated value of all public school property .....  |               |                    | \$..... |
| 6. Number of pupils enrolled in public high schools or studying high school branches—i. e., pursuing such studies as algebra, geometry, physics, chemistry, general history, Latin, and modern languages other than English and Spanish (included in answer to question) .. |               |                    |         |
|   |               |                    | =====   |
| 7. Whole number of different teachers enrolled:   |               |                    |         |
| White—  | Colored—      | White and colored— |         |
| Males.....  | Males.....    | Males.....         | .....   |
| Females ..  | Females ..    | Females ..         | .....   |
| Total ..  | Total ..      | Total ..           | =====   |
| 8. Average monthly salaries of teachers:  |               |                    |         |
| White—  | Colored—      | White and colored— |         |
| Males.....  | Males.....    | Males.....         | .....   |
| Females ..  | Females ..    | Females ..         | .....   |
|   |               |                    | =====   |
| Average .....   | Average ..... | Average .....      | .....   |
| 9. Receipts for the school year (1902-3):   |               |                    |         |
| From interest of permanent school funds.....  |               |                    | \$..... |
| From insular taxes (or appropriation) .....   |               |                    | .....   |
| From local taxes (or appropriations) .....  |               |                    | .....   |
| From sale of bonds.....   |               |                    | .....   |
| From all other sources.....   |               |                    | .....   |
| Total receipts for public moneys.....   |               |                    | =====   |
| 10. Expenditures for the school year (1902-3):  |               |                    |         |
| For sites, buildings (including permanent repairs and alterations), furniture, libraries, and apparatus .....   |               |                    | .....   |
| For salaries of superintendents and teachers.....   |               |                    | .....   |
| Bonded indebtedness paid .....  |               |                    | .....   |
| All other expenses .....  |               |                    | .....   |
| Total expenditures of public moneys.....  |               |                    | =====   |

The enumeration of the topics given above is not intended to exclude the presentation of other educational matters which may commend themselves to the commissioner in his report; on the contrary, the fullest information is desired.

It is deemed proper to add that, in the interest of economy, it is desirable that the report should be as brief as circumstances will permit, and that all unimportant exhibits be omitted, as well as photographs not intended to show the educational condition and progress in the Territory.

It is desirable that the report of the commissioner of education of Porto Rico be submitted to the Department within the time above specified, in order that proper consideration may be given to the important subjects therein requiring attention in the annual report of the Secretary of the Interior to the President.

Very respectfully,

E. A. HITCHCOCK, *Secretary*.

The GOVERNOR OF PORTO RICO, *San Juan, P. R.*

In summarizing the school statistics from our records it is not always possible to give the summaries by color distribution, as the color line is not so sharply drawn in our schools, and the statistics on this subject are considered less exact than they would be in the States. I have, however, been able to give the total number of pupils enrolled by color and sex, but not excluding the duplicates or reenrollments. The summary of pupils enrolled, excluding duplicates and reenrollments, can be given only for the total enrollment and not by color and sex distribution.

Also, question No. 4 can be answered only by giving the number of buildings used as schoolhouses, separating the buildings rented and not separating the buildings used for white schools and the buildings used for colored schools, because all the schools in Porto Rico are open alike to white and colored pupils.

It is proper to state that the substantial and satisfactory progress which the schools of Porto Rico have made during the year, as exhibited in the pages of this report, is necessarily a cooperative work for which credit is due to no one individual, but to many. I gratefully acknowledge the earnest and active support of his excellency Governor William H. Hunt, as well as that of my colleagues, the heads of other executive departments of this government. A deep interest is taken in education and earnest support is given to everything that makes for educational progress by the members of both houses of the insular legislature, not only by my own colleagues in the executive council, but in equally full measure by the popularly elected members of the house of delegates. The personal devotion and unstinted service of all the members of the office force and of the great majority of the school superintendents, American teachers and Porto Rican teachers throughout the island, merits and receives my sincere thanks, and satisfactorily explains the local enthusiasm for education and the good results that may have been obtained.

I have the honor, sir, to be your obedient servant,

SAMUEL McCUNE LINDSAY,  
*Commissioner of Education.*

The SECRETARY OF THE INTERIOR,  
*Washington, D. C.*

(Through the Governor of Porto Rico.)



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# REPORT

## OF THE

### COMMISSIONER OF EDUCATION FOR PORTO RICO.

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The public schools of Porto Rico and the system of public instruction adopted in the island have shown continued and gratifying progress in all substantial particulars during the fiscal year recently closed, which was the third year of their operation under American civil government.

As in the case of the preceding reports in this department of governmental work, the figures and statistical tables generally will be given as of the date June 30, 1903, in order that they may be compared with the statistics in other departments of this government, and in financial matters may be interpreted in the light of the annual appropriations of the legislature for that fiscal year.

The school year comprised within this period began September 29, 1902, and ended June 26, 1903. It comprised thirty-six weeks actual teaching with no deductions, except legal holidays falling on the regular school days of the week. In the text of this report, however, as in previous years, we shall have occasion to refer to many matters pertaining to the schools, and, if necessary, to action of the department not falling within the limits of the school year or those of the fiscal year as above indicated. In other words, the text of the report will be brought down, as was done last year, as near as possible to the beginning of the succeeding school year, which opened on the 28th of September, 1903.

#### SCHOOL STATISTICS.

The school system of the island has for its basis the common public school which takes a child at 5 or 6 years of age and carries him through eight years of school life. If he is able to remain so long, he should complete a course of study carrying him through one grade each year and preparing him for admission to a high school of about the same grade as the average high school in the United States upon his successful graduation from the eighth grade of the public schools. All of the town schools are thus graded and in most of the towns and villages throughout the island the whole eight grades are successfully maintained. In some cases there are only enough pupils to make a very small class in the seventh and eighth grades and these two grades in such cases are combined in one room, both being under

the care of one teacher. In a few towns there are no pupils far enough advanced to do more than sixth-grade work, and in nearly all the towns there is an extra first and second grade to accommodate the larger number of pupils who are just entering upon school life. The grading in Porto Rico has been extremely difficult because so many children entering the schools, even those of sufficiently advanced age to take high-grade work, have never had any educational advantages whatever, and were not able even to read or write. Therefore they had to begin with the course of study in the first or second grade. Only a portion of those who enter the lower grades are able to remain in school long enough to reach the higher grades. While no accurate statistics on this subject are available, it is the opinion of school superintendents and many of the teachers in a position to observe the facts, that 75 per cent of the pupils in town schools will not go beyond the fifth grade; that is, they can not spend more than five years in school, and that the same percentage of pupils in the rural schools will not go beyond the third grade; that is, they will not spend over three years in the schools.

In the rural schools, where pupils of various ages and all degrees of attainment must be gathered together in one class under the direction of one teacher, it is impossible to carry the grading as far as in the town schools. But even here groups of pupils are kept together and follow as nearly as may be the graded course of study as laid down for all of the common schools.

We began the school year with the school month of October, 1902, with 914 schools open, as contrasted with 780 for the previous year. This number steadily increased throughout the year by the opening of additional schools until the maximum was reached in the month of April, when we had 1,014 schools open, as compared with 880 the previous year. The year closed in the month of June, 1903, with 1,005 schools open, as compared with 874 in the previous year. The greatest number of schools open in each municipality at any time during the school year gives a total for the year of 1,026, as compared with 883 for the previous year. These were divided into classes as follows: 427 principal and graded teachers conducting classes in regularly graded schools, 599 rural and agricultural-rural schools, of which 19 were of the latter type, practically the same as an ordinary rural school with school gardening as an additional feature.

The average number of days each school kept during the year was 171, out of a possible total of 180, the school year being 36 weeks of 5 school days each.

These schools were housed in 717 buildings, the rural schools for the most part being each housed in a separate building, while in the towns we have usually from 4 to 8 schools or classes in one building.

These schools were manned by 996 teachers in the month of October, 1902, as compared with 829 the previous year; 1,106 teachers in the month of April, 1903, as compared with 933 the previous year; and 1,097 teachers in the month of June, at the close of the school year, as compared with 923 the previous year. The greatest number of teachers employed at any time during the year in the common schools was 1,116, as compared with 939 the previous year. These were classified as follows: 41 principals, 378 graded teachers, 579 rural teachers, and 99 teachers of English, all of the last mentioned being Americans appointed by the Department directly and serving as visiting



teachers of English in the graded schools. Thus a teacher of English will have from three to six grades, teaching one period each day in each grade, while the Porto Rican teacher in charge of the grade remains in the class room during such period and profits by the instruction in English and also by the methods of the teacher of English. Of these 1,116 teachers, 725 were males, 391 females, and 90 were colored. The total number of different teachers employed during the year in the common schools aggregated 1,220.

The sex and color distribution remained practically the same as for the previous year. Among the Porto Rican teachers we find that two men are employed to every woman, and among the American teachers two women are employed to every man.

The total population of the island as given in the official census (1899) is 953,243, and assuming the same rate of increase as obtained in the last sixteen years previous to the last official census we have an estimated population in the year 1903 of 1,000,907, which includes the population of school age (5 to 18 years), 322,393 in 1899, and an estimated population of school age in 1903 of 377,200.

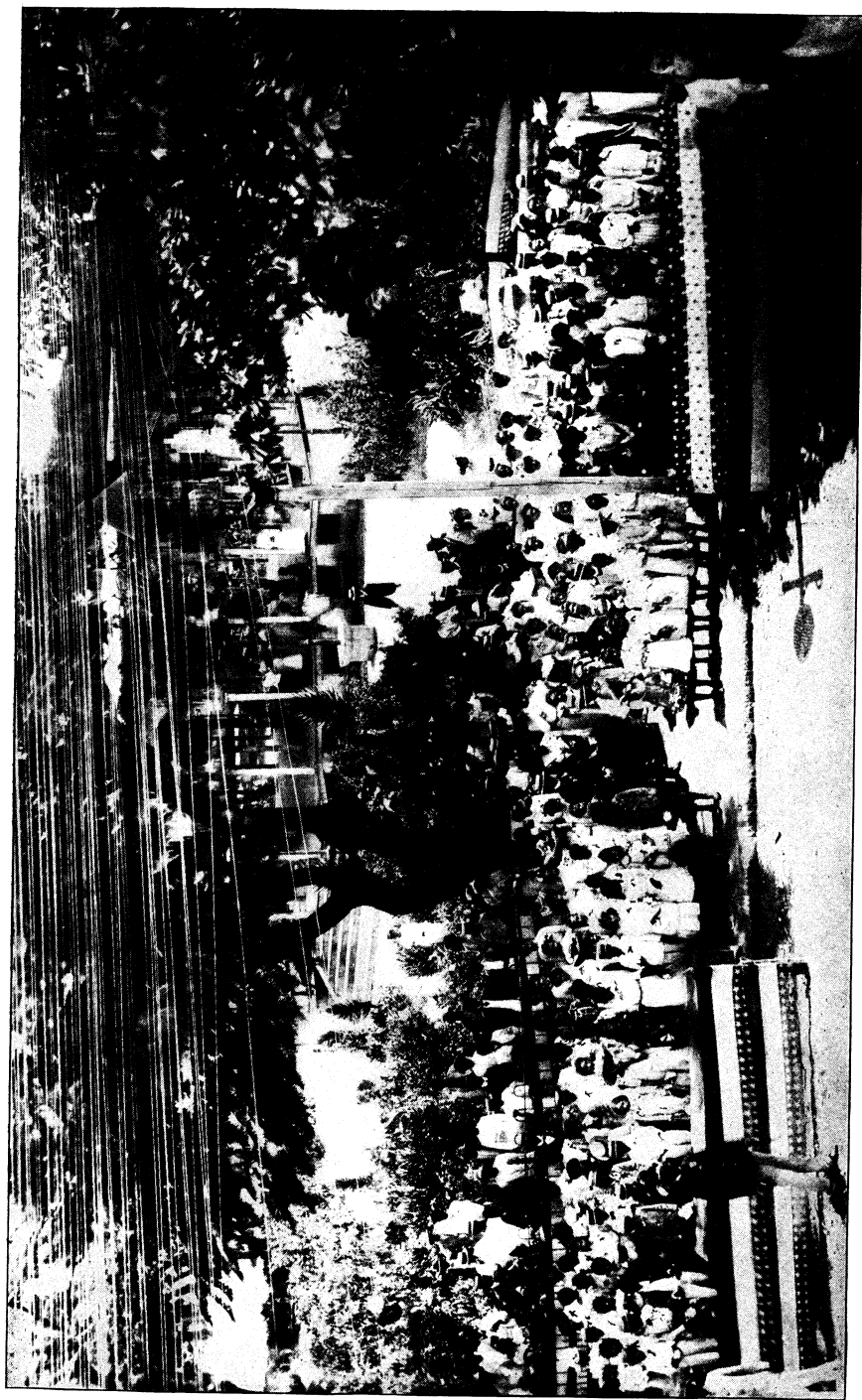
Of this vast army of possible recruits for the schools we had enrolled at some time during the school year in the common schools 64,039 different pupils, and in the special schools 6,177, bringing the total up to 70,216, which is 19 per cent of the estimated school population and 7 per cent of the estimated total population of the island for 1903, or 21.7 per cent of the school population and 7.4 per cent of the total population as given in the official census for 1899. These figures should be compared with the per cent of school population enrolled in all schools and the per cent of the total population enrolled in all schools as given in last year's report, based on the official census of 1899. This shows the following gratifying increase: 21.7 per cent of the school population as compared with 19.2 per cent, and 7.4 per cent of the total population as compared with 6.5 per cent for the previous school year. The per cent of colored pupils in the total enrollment is 28, as compared with 29 per cent last year, the per cent of colored teachers employed remaining the same.

In addition to the common schools, in order to show what is being done for the education of Porto Rican youth, we must include the statistics of the special schools, of which there were open a maximum of 89 classes during the year. The highest number of each grade of special school was as follows: Kindergarten schools, 10; night school classes, 44; industrial school classes, 6; high school classes, 23; practice school classes, 2; normal school classes, 4. These special schools were manned by 134 teachers, making the total number of teachers employed during the year in all schools 1,354. The number employed at the end of the year, including special schools, was 1,199, and the average number employed each month, including special schools, was 1,158. The total number of pupils enrolled in these special schools was 6,177, excluding duplicates or reenrollments. The average enrollment per school in the common schools, excluding the special schools, was 46.26, the average daily attendance being 35.51; and the average number of days each school kept in each school month being 18.98 out of a possible total of 20 school days.

Of the total number of pupils actually enrolled in all schools, amounting to 75,572, there were included 5,356 reenrollments or duplicates, making the net actual enrollment of different pupils 70,216 in

all schools. It is not possible to give the sex and color distribution of this total, excluding reenrollments, but it is possible to give the sex and color distribution of the total 75,572 including the reenrollments or duplicates; and it is of course probable that the proportions with respect to sex and color would vary but slightly in these two totals. Of the 75,572 pupils enrolled, 32,827 were white males and 21,707 were white females, 12,399 were colored males and 8,639 were colored females, giving a total of 54,534 whites, 21,038 colored; and a total of 45,226 males, white and colored, and 30,076 females, white and colored. The average number of pupils enrolled each month in the common schools, not including the special schools, was 44,657, and in all schools, including the special schools, 47,608; and the average daily total attendance in the whole island in the common schools, not including the special schools, was 34,272, and in all schools, including the special schools, 36,308. The average enrollment per school during the year was 46, and the average daily attendance in each school during the year, 36. The per cent of enrolled pupils attending in all the common schools, not including the special schools, was 84 per cent, as compared with 79.7 per cent for the previous year, thus showing a steady gain in the organization and efficiency of our schools. In the special schools the average enrollment per school in the high and graded schools was 35.59, with an average daily attendance of 29.90; in the industrial schools, 33.54, with an average daily attendance of 28.47; in the night schools, 37.53, with an average daily attendance of 25.27; in the kindergarten schools, 43.58, with an average daily attendance of 38.84.

For the support of all schools the department of education had available from insular appropriations \$547,767.14, of which \$545,105.67 was actually spent. Of this sum \$25,711.11 was for administrative expenses of the department of education, \$452,867.44 was expended in salaries of teachers and superintendents, distributed as follows: \$389,191.75 for salaries of teachers in the common schools, including also salaries of kindergarten and night-school teachers in the special schools; \$25,010.27 for salaries of school superintendents; \$23,757.75 for salaries of high and graded school teachers; \$12,327.37 for salaries of normal school and practice school teachers; \$2,580.30 for the salaries of teachers in the summer normal school and institute work. To these sums should be added, and to the general total expended in the salaries of teachers and superintendents should be added also, the sum of \$6,760.48, expended (from a special fund appropriated for the establishment and maintenance of industrial schools) for the payment of salaries of teachers in industrial schools. Thirty-nine thousand six hundred and thirty-five dollars and eighty-seven cents was expended for the purchase of text-books and school supplies, and the further sum of \$999.97 was expended for the transportation of the same to the headquarters of school districts. Twelve thousand three hundred and ninety-one dollars and seventeen cents was expended as contingent expenses of the common schools, part of which also went for the purchase of miscellaneous school supplies. Ten thousand and ninety dollars and fifty-eight cents was expended as contingent expenses of school superintendents and went for the most part in the payment of their traveling expenses in connection with their regular monthly visits throughout their districts. The balance of the total appropriation was expended in miscellaneous items connected with the depart-



PUBLIC SCHOOL CHILDREN IN PONCE TAKING PART IN FLAG RAISING, JULY 25, 1902, TO CELEBRATE FIRST LANDING OF AMERICAN TROOPS.



ment or the special schools; and every dollar expended for whatsoever purpose has been audited, and vouchers for the same, as approved by the auditor of Porto Rico, are on file both in the office of the auditor and in that of the department of education. To the grand total of \$545,105.67 expended from insular funds in the support of all schools there should be added the sum of \$16,577.54 from a special appropriation for industrial schools, which amount was so expended, making in all a grand total of \$561,683.21, which represents the cost of the entire school system to the insular government. The municipal governments throughout the island expended in local expenses the further sum of \$149,916.96, making a grand total of \$711,600.17 as the cost for the fiscal year to the island of Porto Rico from insular funds for the support of her schools. There was also expended from insular funds for two training classes for professional nurses \$1,037.62, and for the education of Porto Rican students in the United States \$14,864.64, making in all for educational purposes \$727,502.43.

There was expended for school construction by the insular government, through the department of education, but not from insular funds, the sum of \$90,312.21 from trust funds refunded by the Federal Government of the United States, being the amounts collected in Porto Rican customs prior to the period when free trade between Porto Rico and the United States was established by Congress.

This gives a total of \$817,814.64 actually spent for education during the fiscal year.

The average cost of the common schools per pupil enrolled was therefore \$7.97, and the average cost of all schools per pupil enrolled was \$7.99. The total cost of the common schools per pupil attending was \$14.77 and the total cost of all schools per pupil attending was \$15.47.

A résumé of school statistics, based upon all the data furnished by the statistical officer of this department, will be found on page 39 of the Appendix to this report, and a summary of the chief tables, together with the detailed data of the more important tables of school statistics, will also be found in the Appendix by consulting the report of the statistical supervisor.

The following summary may be given here, corresponding, so far as our data will enable us to answer them, to the specific questions propounded in the letter of the honorable the Secretary of the Interior quoted on page 3 of this report:

|  |                |
|--|----------------|
| 1. Number of pupils enrolled on the school register, excluding duplicates or reenrollments:  |                |
| (a) Common schools .....   | 64, 039        |
| (b) Special schools .....  | 6, 177         |
| (c) All schools .....  | 70, 216        |
| 2. Average daily attendance:   |                |
| (a) Common schools .....   | 34, 272        |
| (b) Special schools .....  | 2, 036         |
| (c) All schools .....  | 36, 308        |
| 3. Average number of days the public schools were kept .....   | 171            |
| 4. Number of buildings used as schoolhouses, including buildings rented ..   | 717            |
| 5. Estimated value of all public school property (only the estimated value of school buildings owned by the insular government can be given) .....   | \$427, 312. 21 |
| 6. Number of pupils enrolled in public high schools or studying high-school branches, i. e., pursuing such studies as algebra, physics, chemistry, general history, Latin, modern languages, other than English and Spanish (included in answer to question) ..... | 96             |

# 14 REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO.

## 7. Whole number of different teachers enrolled, common schools, not including special schools:

|                    |        |
|--------------------|--------|
| White—             |        |
| Males .....        | 743    |
| Females .....      | 383    |
| Total .....        | 1, 126 |
| Colored—           |        |
| Males .....        | 49     |
| Females .....      | 45     |
| Total .....        | 94     |
| White and colored— |        |
| Males .....        | 792    |
| Females .....      | 428    |
| Total .....        | 1, 220 |

## 8. Average monthly salary of teachers:

(No distinction is made between salary paid males and females, nor between that paid colored and white teachers. All salaries are graded according to law by the grade of work done, and the amount of salary as fixed by law is given in the statistical résumé, p. 39.)

## 9. Receipts for the school year (1902-3):

|   |                |
|---|----------------|
| From interest on permanent school funds ..... | None.          |
| From insular taxes or appropriation .....     | \$561, 683. 21 |
| From local taxes or appropriations .....      | 149, 916. 96   |
| From sale of bonds .....                      | None.          |
| From all other sources .....                  | 90, 312. 21    |
| Total receipts for public moneys .....        | 801, 912. 38   |

## 10. Expenditures for the school year (1902-3):

|   |               |
|---|---------------|
| For sites, buildings (including permanent repairs and alterations), furniture, libraries, and apparatus; it is possible to give only the amount expended for the construction and erection of buildings, amounting to ..... | \$90, 312. 21 |
| For salaries of superintendents and teachers .....  | 452, 867. 44  |
| Bonded indebtedness paid .....  | None.         |
| All other expenses .....  | 258, 732. 73  |
| Total expenditures of public moneys .....   | 801, 912. 38  |

## LEGISLATION AFFECTING SCHOOLS.

A very considerable modification of the school laws of the island has taken place during the year through the enactment of a codified or compiled school law which was passed by the insular legislature, and approved by the governor March 12, 1903. This law took effect, in its main provisions, on May 10, sixty days after its approval, and in the provisions of section 21, relating to school budgets, on July 1, 1903. The main intent of the legislature was, not to alter the essential principles of the school system established under the law of January 31, 1901, being an act entitled "An act to establish a system of schools in Porto Rico," but rather to correct and amend that act in the light of subsequent experience, and to bring together in one place all the provisions of law applicable to the public schools of the island.

The law, in fact, defined more exactly the duties and powers of the several branches of school authorities and systematized the work of the different departments of school activity. The text of the new law

will be found in the Appendix (p. 234) of this report, and comments upon the more important features of the new law will be found in circular letter No. 160 addressed to superintendents of schools (p. 218) and in a general circular letter addressed to the American teachers and to the principal teachers of the public schools of Porto Rico, text of which will also be found on page 229 of the Appendix to this report.

The school system provided for is a highly centralized one and has worked so satisfactorily, especially in promoting economy and efficiency as well as uniformity of standards in the administration of school affairs, that the prevailing public opinion in the insular legislature, and especially in its lower house, which is composed almost entirely of Porto Ricans elected by the people, is in favor of more centralization rather than less.

Under the Foraker law, which is the organic act or constitution of Porto Rico, the public schools of the island have been placed in charge of a commissioner of education with ample powers, and with a seat in the executive council, or upper house of the general assembly. The commissioner is the head of the insular department of education, which is one of the six departments of the insular government, the others being the department of the secretary, or department of state; the department of the treasurer; the department of justice, or the department of the attorney-general; the department of the auditor, and the department of the interior. This arrangement not only brings the head of the educational system into close touch with all legislation affecting the general interests of the island and with those who administer its laws, but it also enables the government as a whole to coordinate the work of public education with that of the other activities of the government.

The revenue of Porto Rico is raised from the following sources: First, from customs duties collected under the general customs laws of the United States, the net proceeds of which, after deducting the expenses of collection made by officers of the Federal Government, are turned into the Treasury of Porto Rico instead of going into the Federal Treasury, as is the case with all the other States and Territories of the United States.

Secondly, from excise taxes imposed by the insular legislature and collected by the treasurer of Porto Rico.

Thirdly, from a general property tax assessed and collected by the treasurer of Porto Rico, one-half of which is used for insular purposes and one-half paid to the municipal treasurers, who correspond to the county treasurers in the United States, and subject to appropriation by the municipal and county councils or local legislative bodies.

Fourthly, from franchise royalties, license fees, inheritance taxes, and miscellaneous receipts collected and paid into the insular treasury.

The total income of the insular treasury for the fiscal year just ended amounted to \$2,525,191.89, of which amount the appropriations made by the insular legislature for educational purposes, as itemized above, were \$577,585.47, and in addition to which the local governments actually expended from their funds which were collected by the treasurer of Porto Rico and included in the above total, the further sum of \$149,916.96, making in all 28.8 per cent of the total revenue for the year, insular and local, which went for educational purposes.

Liberal as these appropriations and expenditures have been, they have by no means met the demand on the part of the people for school

privileges. The department requested a very much larger appropriation from the legislature meeting in 1903 for the fiscal year 1903-4. The estimates of the department for insular expenditures alone were placed at \$850,000, as compared with \$577,585.47 actually expended during the fiscal year 1902-3, in order to make provision for the possible and desirable expansion of the school facilities as far as the teaching force available would permit. The finance committee of the executive council decided that the estimates of revenue for the year would not permit of so large an increase, and the budget which finally passed both houses of the legislature fixed the insular educational expenditures at about \$600,000. It was thought at the time that this would be sufficient to maintain the then existing number of schools throughout the school year 1903-4 without providing for any increase except for slight additional expenses in connection with the industrial schools, which were just being introduced, and possibly also in connection with the high and graded schools. The legislature adjourned in March, and it so happened that examinations for teachers held in January and February showed a number of teachers prepared to receive licenses in districts where the local boards had not been able to open the full number of schools assigned to them at the beginning of the school year on account of lack of a sufficient number of properly certified and licensed teachers. These schools not opened by certain school boards had subsequently been assigned to districts where qualified teachers could be found, the total number of schools falling, however, within the limits fixed by the budget for the year 1902-3. The fact that some boards had not been able to open the full number of schools at the beginning of the school year left a surplus in the appropriation for teachers' salaries which was available during the closing months of the school year, and inasmuch as the boards not able to open their full quota of schools were clamoring for permission to do so, if only for a few months at the close of the year, and inasmuch as there was a surplus in the appropriation for teachers' salaries, which it was the evident intent of the legislature should be spent upon education, these requisitions were granted, with the result that in the months of April, May, and June an additional number of schools were opened, giving educational advantages in some districts where they had never been had before, and with excellent results. The department, however, overestimated somewhat its strength in maintaining these schools during the closing months of the year, and we should have closed the fiscal year with a deficit, had not the governor, from his emergency fund, transferred the sum of \$10,800 to guard against the possibility of any delay in the payment of the last month's salaries to teachers. This enabled the department to close the year with all bills paid and with a small balance.

Unfortunately, however, it was impossible to maintain for an entire year all the schools open in the months of April, May, and June, and to authorize them to be reopened for the entire school year 1903-4, with the budget as agreed upon in March. It became necessary to reduce the number of schools assigned for the following year to the number in actual operation when the legislature was in session, and thereby reduce the total number of schools from one to two hundred, according to the grade selected for reduction, or to ask the legislature for an additional appropriation. Although the total appropriation for educational pur-





GROUP OF TEACHERS AND TEACHERS TRAINING CLASS, SAN JUAN KINDERGARTEN SCHOOL.



MODEL KINDERGARTEN CLASS, SAN JUAN.



poses had been slightly increased for the year 1903-4 as compared with 1902-3, the appropriation for the item "salaries of teachers, common schools," which regulated the number of schools it was possible to open, had been reduced by \$10,000, and effectively reduced in the amount of \$20,000 by reason of the fact that the provision which the legislature made for the payment of the traveling expenses of teachers of English and of principal teachers, in accordance with certain provisions of the new school law, had to be paid from this item of the appropriation bill. The school boards protested vigorously against any reduction in the number of schools, and at last decided to appeal to the members of the house of delegates, by circular letter, asking them to pledge themselves to a deficiency appropriation of \$60,000, in order that the department of education might open approximately the same number of schools in September, 1903, as it had opened in April, May, and June. The replies to this circular letter sent by the acting governor showed that a large majority of the members of the house of delegates was in favor of such an appropriation, and the department of education has acted accordingly.

Important legislation was enacted during the year in addition to the compiled or consolidated school law, which will be considered in other sections of this report. Perhaps the most important of all, looking to the distant future and to the permanent interests of Porto Rico, was the law creating the University of Porto Rico, to which attention will be called in a separate paragraph; and looking to our needs in the near future, the law creating scholarships for teachers in the Insular Normal School, which has become a part of the University of Porto Rico. The text of all these laws, which will be found in the Appendix to this report, is worthy of examination by those interested in our educational problems and the methods by which we are dealing with them.

The insular legislature and the insular authorities respond to every demand the department makes for legislation or aid of any other kind in building up or strengthening the school system.

The local authorities of the island are required by law to set aside for school purposes not less than 15 and not more than 25 per cent of all local funds received from taxation, including all license fees and local receipts of the nature of a tax. The municipalities also have power to levy a special tax, not to exceed one-tenth of 1 per cent, upon the real and personal property of the municipalities. This tax is purely optional. It is known as the school tax, and the income is placed at the disposition of the local school board, to be used for school purposes. During the past year 26 out of 46 municipalities levied this tax, most of them levying it to its full amount, and the receipts during the year from this source amounted to \$32,533.78.

The problem of illiteracy and the educational needs of the island is one, however, with which the island itself may not hope to cope successfully if left unaided. One-fifth of the total population of school age in school is but a poor showing compared with the United States, where one-fifth of the total population attend school. With us only about one-fifteenth of the total population enjoy that privilege. Where there are four boys and girls of school age who have no school to which they can go to every boy or girl who can go to school the bane of illiteracy can not be entirely removed.

This is the situation, purely economic, and for which no legislation can be held responsible or be expected to provide a remedy. Appeals have been made from time to time to the people of the United States, and some way must be devised by which the people of the United States can do more than merely take an interest in the public school system of Porto Rico. They must show their sympathy in a more practical way in the ambition of the people to develop a system of public schools equal to any to be found in the States. Thus far the United States has given no financial aid except that which has come from the trust funds refunded by the President of the United States, and a part of which has been used in the construction of school buildings. It is true that Congress has been more than just in legislating for Porto Rico and that the island enjoys a singular token of this generosity in the use of its customs receipts and its internal revenue as a part of its insular revenue, but some further substantial aid should be extended.

The Federal aid extended to the States and Territories for the maintenance of mechanical and agricultural education should be made applicable to Porto Rico at once, and some new form of Federal aid suited to the new colonial conditions should be devised whereby relief may be afforded in time to prevent the people of the United States from being chagrined and the people of Porto Rico being humiliated by finding that we have as a part of the population of the United States a section that has a million people where the percentage of illiteracy is three or four times as high as it should be and could be made with the expenditure of a comparatively small sum of money.

The manner in which the people of Porto Rico have struggled to maintain their schools, and the sacrifices they have made to give so large a portion of their public income to the support of education is worthy of all praise. It must appeal to the people of the United States as an indication of the desire of the people of Porto Rico to lay the best foundation for future prosperity and to imitate the example of the mother country in placing their chief trust for such prosperity in the free public schools.

#### CONSTRUCTION OF SCHOOL BUILDINGS.

From the trust funds, amounting to nearly \$2,000,000, which the President of the United States placed at the disposition of the governor and heads of departments of the insular government of Porto Rico to be used for the benefit of the people of Porto Rico, a total sum of \$447,500 had been allotted prior to June 30, 1903, for the erection of school buildings out of the total expenditure from these funds of \$1,400,000, most of the balance having gone to public roads. During the fiscal year just ended, from all sources, there was available for school construction the sum of \$231,113.30, of which \$80,077.80 was expended in partial payments on outstanding contracts on school buildings or in payment in full upon said school buildings as completed during the fiscal year. The further sum of \$6,861.64 was expended for salaries of supervising architect and draftsman in the making of plans, and salaries of inspectors in the supervision of construction work. The further sum of \$3,351.11 was expended on insurance, traveling, and contingent expenses connected with these buildings, leaving a balance still available for school construction at the close of the fiscal year of

\$140,822.75, a large part of which, however, is due on outstanding contracts not yet completed. Contracts were let for school buildings during the year, on the basis of plans and specifications made in the office of the commissioner of education and duly advertised for competitive bids, as follows:

Two 1-room frame school buildings, one at Camuy at \$1,805, the other at Mayaguez at \$1,475.

Four 4-room brick buildings at an average cost of \$8,159.70.

One 6-room brick building, with sanitary plumbing, at \$14,817, and one principal's house, six rooms, frame building with sanitary plumbing, which is part of the normal school property, at a cost of \$4,000.

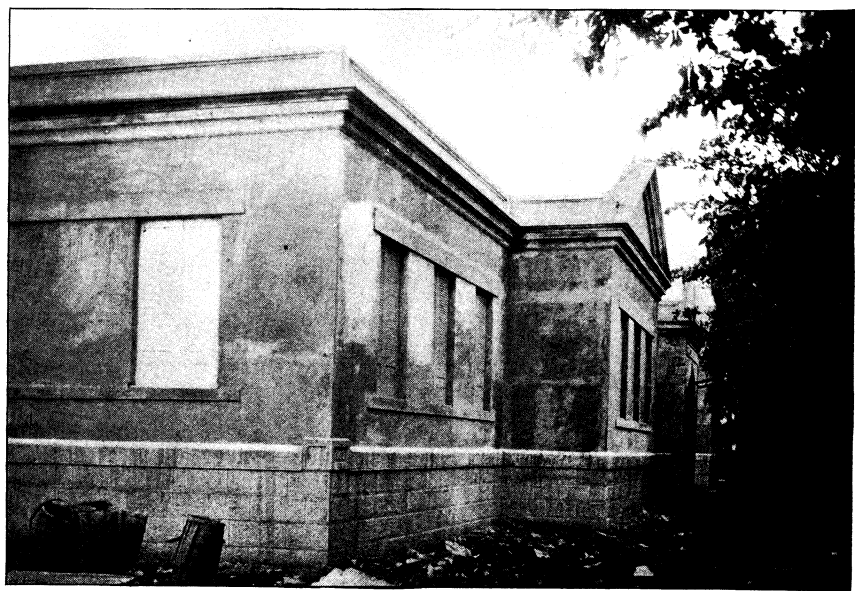
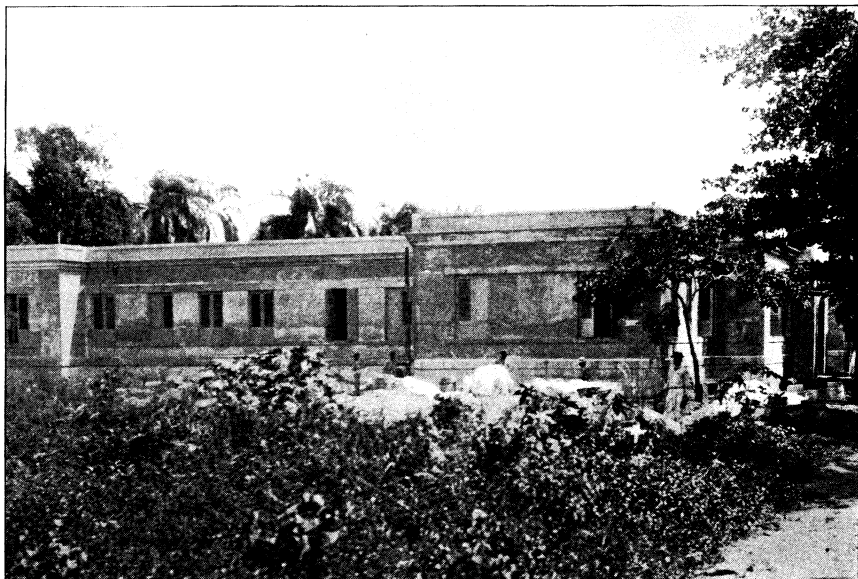
There were under construction at the close of the school year four 4-room brick buildings, one 6-room brick building, and an industrial school, which will be a 16-room brick building, known as the Roosevelt Industrial School, a one-story building in Spanish renaissance style, three sides of which are built around an open square or patio, with a corridor running the entire length of the three sides on the interior of the building, and the whole structure so constructed that a second story may be added later. The corner stone of this building, which next to the insular normal school, represents the largest single expenditure that has yet been made upon school buildings on the island, was laid by Miss Alice Roosevelt on the occasion of her visit to Porto Rico during last winter. There are also projected eight additional frame rural schools for which the department is at present trying to secure suitable land with good title, and brick and stone buildings for schools as follows: One 2-room, three 4-room, four 6-room, one 10-room, and one 12-room. The money for this construction is available as soon as the ground is secured, the plans made, and the contracts let, and this work is being pushed as rapidly as the clerical force at hand will permit.

A distinct improvement has been made during the year in the general architectural features of the buildings that have been constructed. These changes have been based upon the increased experience in school construction attained in this office by the supervising architect, as he has struggled to overcome the peculiar difficulties which attend all building in this climate and at this distance from the usual basis of supplies. The department has consistently adhered to the policy of constructing buildings that will have more than the average permanency, and yet without expending large sums for any unnecessary features or for mere matters of adornment. Where building is relatively as expensive as it is in Porto Rico, due chiefly to the great cost of transportation, and where the financial resources available for this purpose are so limited, we have felt constrained to keep school construction upon the simplest scale and to restrict ourselves to the simplest type of building which could be considered practical for school purposes, permanent and enduring in the service which may be expected from it, and above all healthful and sanitary in its location and in the general features of its construction. Perhaps in a few cases a more liberal expenditure of money which would have secured architectural effects readily obtained by various adaptations of Spanish architecture, where economy of space and cost are not the chief things to be desired, would have been advisable. This is especially true of the main building of the insular normal school, which is thoroughly comfortable and practical as it stands, but which will soon need some

additional expenditure for the purpose of altering its chief architectural lines and bringing them into harmony with the surrounding buildings and landscape.

The annual report of the chief of the division of school extension in this office will be found in Exhibit I of this report, and will show more in detail the work that has been done as well as the peculiar difficulties encountered. All of the new buildings have been equipped with modern school furniture, and many of the old buildings rented by the school boards have been in like manner thus equipped, usually at the expense of the local boards.

In the matter of the school buildings constructed, the plan adopted nearly a year ago, requiring the local school authorities to pay part of the cost, has been carried out in all cases except where 1-room frame buildings have been constructed as rural schools in the poorer parts of the island, and where they could not have been constructed at all had the insular government not borne all of the expense. In the other cases the plan has been to enter into a contract with the municipality through the town council, or with the school board, which is a separate corporation, or with both, by which the department of education of the insular government agreed to furnish the necessary funds to construct a schoolhouse, provided the local authorities furnished the necessary land and agreed to repay in equal monthly payments, extending over a period of five years, a sum sufficient to reimburse the department of education for half the cost of the building. In a few cases the length of time in which these payments must be completed was extended beyond five years, and in a few instances the municipalities agreed to pay in a less period, and all such payments were, by agreement, to be credited on the principal, which was thus advanced to the municipalities without any charge for interest. The blank forms under which this has been done are also given as part of Exhibit I, together with a synopsis showing the construction of all the schoolhouses and the contract price of each since the beginning of this work. I desire to repeat what has been said in previous reports, that no work that the insular government is doing tends to inspire greater confidence on the part of the people than the expenditure of public money in the construction of schoolhouses, and even if the funds have to be raised by a public loan, I would recommend that this government continue spending at least \$100,000 a year in this way, encouraging the several localities to do as much as they can for themselves by requiring them to pay back, wherever they are able, a part of the sums thus expended. This building construction will be necessary for a period of at least ten years, at the rate which the expenditure just indicated will allow, before the island will be fairly well equipped with modern school buildings. It must be remembered that Spain built no schools, and that when the American Government assumed charge there was but one building on the island owned and used by the public authorities for school purposes. All the other buildings were rented, and the present method by which over six hundred buildings are rented is uneconomical as well as prejudicial to the best interests of the public schools. Often it is impossible to find buildings properly located for school purposes, and still harder to find buildings with rooms large enough for class work, and in condition to be safe. Where such buildings are found it is often at very exorbitant rents that they can be secured by the local school authorities, and



ROOSEVELT INDUSTRIAL SCHOOL, PONCE.

Built by department. Cost, \$21,450. Corner stone laid March 27, 1903, by Miss Alice Roosevelt.





certainly in the larger towns it would be cheaper to borrow the money by issuing school bonds and paying for the building in a series of years than to continue the present policy.

The insular government has since January 1, 1901, when this work was begun, completed and turned over to the local school authorities, in all, forty-one school buildings. Seven more will be completed by October 1, 1903, and three more by November or December, 1903, thus making fifty-one buildings with the title vested in the people of Porto Rico.

#### BOOKS AND SUPPLIES.

The necessary text-books and school supplies, including stationery, maps, ink, pens, pencils, blackboard erasers, school flags, chalk, practice paper, etc., have been supplied by the department to all the schools throughout the island at a cost of \$39,635.87, in addition to which \$1,000 was expended on the transportation of these supplies and also in addition to which, from the contingent expenses of school superintendents and of the local school boards, probably at least \$2,000 more was expended for transportation of supplies, which is an expensive item in a country where they must be hauled in ox carts or carried on the backs of ponies and mules to rural schools. Also from the contingent expenses of common schools over \$12,000 was expended on school equipment, chiefly in the purchase of modern school desks bought by the department and given to the school boards on condition that they repay to the department the cost of one-half of the desks so distributed and the transportation charges on the whole shipment. Beyond the supplies thus furnished by the department which are intended to be adequate for the necessary equipment of the schools, the local school boards buy such desirable supplementary supplies as they see fit, chiefly filters, clocks, and in some cases maps, bookcases, and special articles needed by special conditions in different localities.

In the line of desks, experience has taught us that nothing but a malleable iron desk is suited to the conditions prevailing in Porto Rico. Several thousand such desks have been supplied and without any breakage have been placed in the schoolrooms, whereas formerly with cast-iron desks we have had as high as 40 per cent broken before reaching the schoolroom, and, although these were sometimes replaced under guarantee from the manufacturers, it was at a serious loss of time and inconvenience to all parties concerned.

Text-books are selected to meet the special needs of our schools. Most of the instruction is still given in Spanish, and therefore most of the text-books are in Spanish. We are endeavoring to introduce English text-books as rapidly as possible, and of course it is the intention of the department to have the schools entirely upon an English basis just as soon as pupils and teachers can be trained sufficiently in the use of the English language to make it the official language of the schoolroom, as it is the official language in public life and is becoming very rapidly the predominant language in business life. Text-books are selected from sample copies of books furnished or submitted by the leading publishing houses after the same are considered with respect to their availability for use in our course of study. The commissioner of education personally selects and purchases the books and supplies, but always in the case of books and usually in the case of supplies the combined judgment of a number of teachers and superin-

tendents is consulted. The best possible discount is obtained upon the purchase of all books, frequently books of the same class published by different firms being placed in competition with each other, the department availing itself of the advantages of such competition. The books are therefore purchased at the lowest possible net price by the government of Porto Rico, and complete vouchers showing every such transaction are on file both in the department of education and in the office of the auditor.

In reference to school supplies lists are sent out to various firms, both here and in the States, asking them to bid or to quote prices on the class of articles needed, and the most available article at the lowest price is then selected. These transactions are a matter of record in the department, and vouchers showing exact amounts paid and discounts obtained for the benefit of the people of Porto Rico are on file.

The reports of the school superintendents show that an adequate supply of school materials has been furnished within the past year. The need for economy in the use of such supplies is frequently urged upon teachers and superintendents alike, as will be noted in circular letter No. 189, to be found in the Appendix to this report on page 226.

#### SCHOOL SUPERVISION.

The detailed reports of the school superintendents of each of the 19 districts into which the island is divided for purposes of school supervision will, next to the general statistical tables included in this report, throw the most light upon the actual conditions prevailing in our schools. These reports will be found in Exhibit II in this report, and should be read by those who desire to have a definite picture of the more important problems that present themselves in the school work in Porto Rico and the methods being pursued in dealing with them. The position of district superintendent, or, as he was formerly called, district supervisor, is not an easy one. He must bear the brunt of the battle as the representative of the commissioner of education and of the department in the field in carrying out the policy adopted by the department and in advising the department of local needs and local resources in educational work. The districts are so large in area and the means of communication are so difficult that a superintendent to visit all of his schools once a month or oftener, as has been expected of him, must spend a large part of his time in the saddle or on the road. He is able to remain in a class room, especially in the case of his rural schools, so short a time, and so much of his actual visit is necessarily taken up in seeing that the teacher's record book is correct and his statistical reports to the department properly made out, that heretofore he has had too little opportunity to confer with his teachers on their class-room work.

The superintendents have necessarily been recruited from persons familiar with the island and with the Spanish language. It has been impossible to put persons from the States, no matter how well qualified for the work of school superintendency in the States, into similar positions here until they have had at least a year's experience. Of the 19 superintendents who have served during the past year, 3 are Porto Ricans, and 2 of these are teachers of long experience; 1 is an Englishman, who is now a naturalized American citizen; 1 of French origin, also a naturalized American citizen, and the remainder Ameri-

cans, most of whom have had extended school experience. As a group the entire body of superintendents is efficient and devoted to the best interests of the public schools. A superintendent who does his duty fearlessly is frequently liable to attack on the part of the local school authorities and on the part of the teachers, but those who persevere in spite of opposition and prove themselves tactful as well as fair and impartial usually make friends in the end and have the real support of the communities in which they live, even if they do not enjoy a large measure of popularity of the evanescent order. I have recently instituted a sort of civil-service examination to test the qualifications of applicants for the position of district superintendent, and probably in the future at least once a year a general examination will be held, open to teachers, both Americans and Porto Ricans, who have had a certain amount of teaching experience, to test their knowledge of both the English and Spanish languages, the school laws of Porto Rico, and other subjects connected with the special work of school supervision. Those who obtain a high record in this examination will be placed upon an eligible list, which will serve as a guide to the commissioner in choosing school district superintendents, who are his personal appointees.

The districts are still too large in area and the number of schools assigned to each superintendent too great to guarantee the best kind of work. As soon as possible the number of districts should be increased so that no superintendent would have over fifty schools or the work of over fifty teachers to supervise, instead of from sixty to one hundred, as at present is the case in several districts. Considerable improvement was noted during the past year by reason of the fact that the salary for these positions was increased to a maximum of \$1,200, with an allowance for actual traveling expenses amounting to \$550, and we shall probably be able to still further improve the personnel of this corps during the coming year when the maximum salary will be \$1,400 with new men starting usually at \$1,000 and with the same allowance for traveling expenses. The position is one that attracts some of the best men in school work here, and should do so not merely because the salary is very properly somewhat higher than that obtained in the teaching positions, but because the position itself is one of considerable influence and held in much respect in the various communities.

Some of the more important circular letters of instruction to the school superintendents throughout the island will be found in Exhibit IV and will throw some light upon the general educational policy of the department.

#### PORTO RICAN STUDENTS IN THE UNITED STATES.

As part of the general plan for instituting American culture and American educational ideas into Porto Rico, the legislature two years ago made appropriations for maintaining 45 students in schools in the United States, the beneficiaries being required to sign agreements to return to Porto Rico at the expiration of their scholarships. Twenty of these students, 10 boys and 10 girls, are maintained at an expense of \$250 each per year, and were sent to the States for four years. Nearly all of them are at Tuskegee Normal and Industrial Institute, Tuskegee, Ala. The remaining students, 25 in number, all young men,

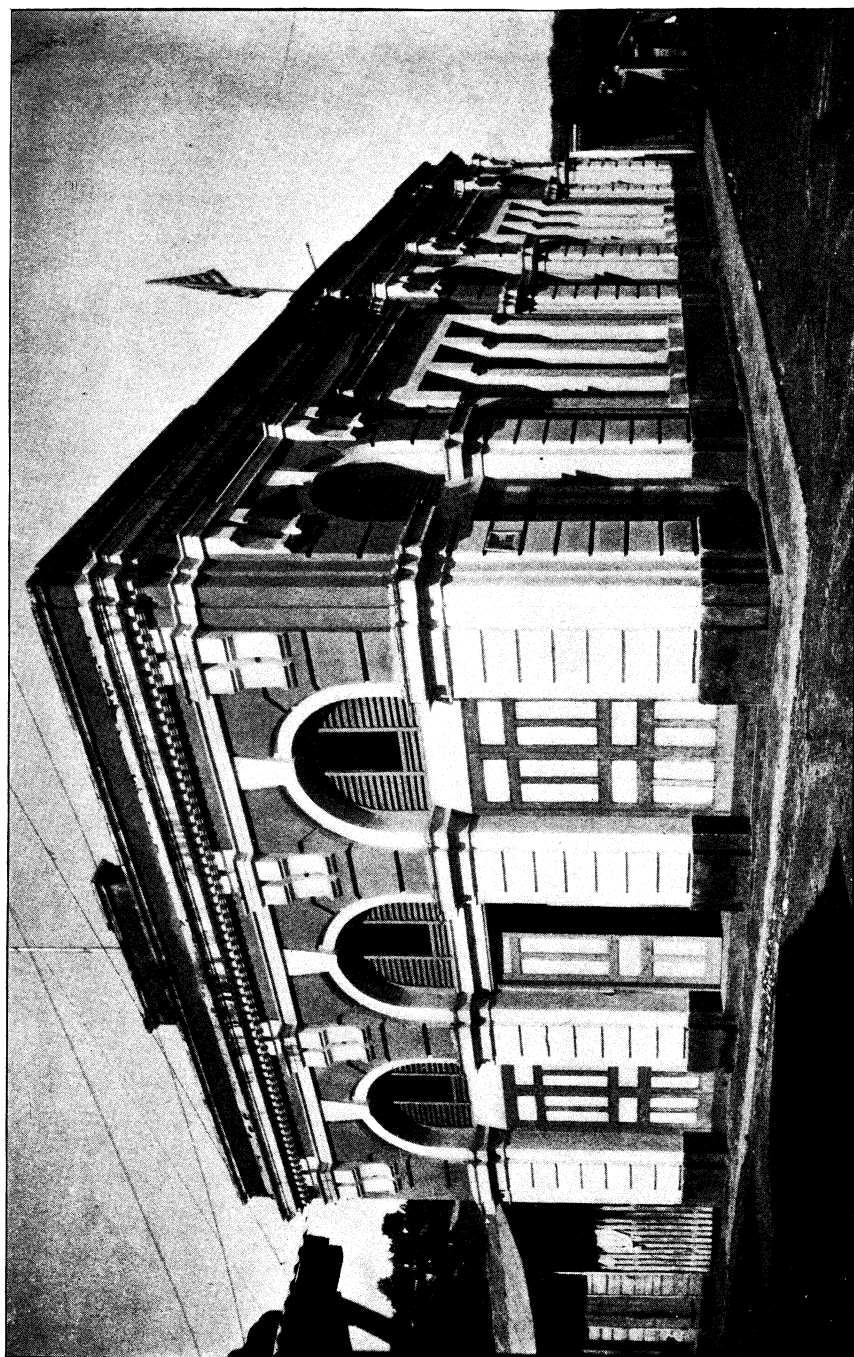
are allowed \$400 each per year for a period of five years, and are in attendance at various schools and colleges throughout the Northern States, 8 being in Pennsylvania, 4 in New Jersey, 3 in New York, 3 in Massachusetts, 2 in Connecticut, and 1 each in Indiana, Michigan, and Maryland. At this time there are two vacancies, caused by the withdrawal of students whose work or conduct has not been satisfactory.

The reports received of the standing of these young people in their respective schools have been of the most satisfactory sort. Selected as they were on competitive examinations, these students were undoubtedly among the best-prepared pupils in Porto Rico, but it was hardly expected that their preparation would enable them to stand on a par with our best American students. Yet this has been the case, and in many instances Porto Rican pupils have received the highest standing given in their various classes. Three of the number have already spent at least one year in college, and the coming year this number will be increased to 16, 13 having this year graduated from preparatory schools, several of them with the highest honors.

#### EDUCATIONAL CONFERENCES AND GATHERINGS.

Numerous educational meetings have been held in various parts of the island by school superintendents and others at different times throughout the school year. At some of these the commissioner, assistant commissioner, and other members of the office staff have been present and taken part; in other cases they have been conducted exclusively by the district superintendents with the aid of their teachers. Once during the year the commissioner of education, assisted by two visiting educational workers from the States—Dr. Charles De Garmo, head professor in the science and art of teaching at Cornell University, and Dr. E. T. Devine, secretary of the charity organization society of New York City, and formerly identified with various educational enterprises, notably the extension of university teaching in the United States—made a tour of the districts of the island, covering about ten days' time, in the course of which each of these gentlemen delivered between thirty and forty addresses. Some further account of this trip will be found in the report of the chief of division of school supervision and statistics, in Exhibit I of the Appendix to this report. The chief of division of school supervision, Mr. Paul G. Miller, and the former chief of the division, now secretary of the department, Mr. Alberto F. Martinez, both accompanied us on this tour of inspection, acting as interpreters and frequently addressing the audiences themselves in the Spanish language. While most of these addresses were brief and popular in character, they served the double purpose of bringing teachers and officers of the department and visiting educators together, thus promoting a better mutual understanding and calling the attention of the public at large to the work of the public schools in their midst.

Perhaps the most important educational conference of the year was one which lasted over three days during the Christmas holidays, at which time the commissioner called together the district supervisors, who held fifteen sessions, devoted to the reading of papers specially prepared upon the main subjects of interest in our school work. These topics gave rise to free and frank discussion, and to a comparison of views, and helped to shape the educational policy of the department



UTUADO GRADED SCHOOL.



in many important respects, as well as to familiarize those who are executing that policy with the reasons for many things which doubtless previously seemed to be purely arbitrary or disconnected decisions of those in authority.

The questions discussed and the programme which was followed at this superintendents' conference are given in full in the report of the chief of division of school supervision and statistics in Exhibit I of this report.

To those who are surfeited with a feast of public gatherings and educational meetings, as is the case with many teachers in the more densely populated parts of the United States, the real meaning and significance of our little gatherings can hardly be appreciated. Until the more complete development of our normal school and of higher educational agencies in the island enables us to enjoy greater advantages, conferences along the line of those held during the past year will have an important bearing upon the development of our educational work.





# APPENDIX.

## EXHIBIT I.

### REPORTS OF CHIEFS OF DIVISIONS.

#### FINANCIAL REPORT OF DISBURSING OFFICER.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, September 10, 1903.*

SIR: In compliance with the established custom of this division, I beg herewith to submit you a report of receipts and disbursements on account of the department of education for the fiscal year ending June 30, 1903.

The following is a résumé pertaining to the regularly appropriated budget of this department as passed by the second session of the first legislative assembly of Porto Rico, as provided for in "An act making appropriations for the necessary expenses of carrying on the government of Porto Rico for the fiscal year ending June 30, 1903, and for other purposes," approved March 1, 1902, together with its acquisitions during the year. This act furnished for the department the sum of \$534,425. In addition to this amount, the appropriation was increased during the month of June, 1903, in the sum of \$10,800, transferred from a fund denominated "Miscellaneous expenditures, subject to the approval of the governor." The original appropriation has been further increased from time to time during the year by payments on the part of various municipalities, to whom desks were furnished, in the amount of \$2,407.25. The sale of desks to municipalities was authorized by the executive council in a resolution adopted December 26, 1902, in order that such municipalities as should desire might avail themselves of the opportunity to secure desks at the same rate as the department, a rate lower than would ordinarily be possible where the orders placed by municipalities acting individually would necessarily be small.

All desks furnished have been entirely new and unused, as provided in the resolution, and have been sold at the cost price (San Juan), the different municipalities in each case having furnished transportation for same from San Juan to destination. The greater part of the amount corresponding to the sale of desks was received after the close of the fiscal year, and, while required by the above-mentioned resolution to be deposited to the appropriation from which the desks were purchased, namely, "Common schools—contingent expenses," it was not available at the time the funds were transferred from the governor's miscellaneous expenditure account to complete the June payment to teachers. In order to show the actual transaction during the year there must be included in the available appropriation the sum of \$119.87 collected from teachers by supervisors, on account of time lost, and returned to this office. This amount was deposited to the credit of the appropriation "Common schools—salaries" with the treasurer of Porto Rico, and is balanced by a corresponding amount included in the gross disbursements. A refund of \$15.02 to "Normal school—contingent expenses," on account of a certain contractor for charges, should be treated in the same manner. The total amount available for the year was, therefore, \$547,767.14; the disbursements, \$545,105.67; the balance, \$2,661.47, as shown in the following statement:

#### RECEIPTS.

|  |                |
|--|----------------|
| Appropriation by legislature .....   | \$534, 425. 00 |
| Transfer from "Miscellaneous expenditures subject to the approval of the governor" .....                 | 10, 800. 00    |
| Repayment to appropriation "Common schools—contingent expenses" (sales of desks to municipalities) ..... | 2, 407. 25     |
| Refund to appropriation "Common schools—salaries" .....  | 119. 87        |
| Refund to appropriation "Normal school—contingent expenses" .....  | 15. 02         |
| Total .....  | \$547, 767. 14 |

## DISBURSEMENTS.

|   |             |              |
|---|-------------|--------------|
| Office of commissioner of education:              |             |              |
| Salaries.....                                     | \$23,311.40 |              |
| Contingent expenses .....                         | 2,399.71    |              |
| Text-books and school supplies:                   |             |              |
| Purchases .....                                   | 39,635.87   |              |
| Transportation .....                              | 999.97      |              |
| Common schools:                                   |             |              |
| Salaries.....                                     | 389,191.75  |              |
| Contingent expenses .....                         | 12,391.17   |              |
| Supervisors of schools:                           |             |              |
| Salaries.....                                     | 25,010.27   |              |
| Contingent expenses .....                         | 10,090.58   |              |
| Teachers' institutes and summer normal schools:   |             |              |
| Salaries.....                                     | 2,580.30    |              |
| Contingent expenses .....                         | 764.87      |              |
| High and graded schools:                          |             |              |
| Salaries—   |             |              |
| San Juan .....                                    | \$12,641.25 |              |
| Ponce .....                                       | 6,062.75    |              |
| Mayaguez .....                                    | 3,482.50    |              |
| Fajardo .....                                     | 1,571.25    |              |
|   |             | 23,757.75    |
| Contingent expenses—                              |             |              |
| San Juan .....                                    | 579.75      |              |
| Ponce .....                                       | 23.33       |              |
|   |             | 603.08       |
| Normal school:                                    |             |              |
| Salaries.....                                     | 11,296.37   |              |
| Contingent expenses .....                         | 1,666.02    |              |
| Model and practice school:                        |             |              |
| Salaries.....                                     | 1,031.00    |              |
| Library and museum—Department of education:       |             |              |
| Books and apparatus .....                         | 343.94      |              |
| Freight, cataloguing and incidental expenses..... | 31.62       |              |
|   |             | \$545,105.67 |
| Balance .....                                     |             | 2,661.47     |

The above balance of \$2,661.47 will be transferred to the "University fund," as provided in section 13, paragraph 4, of "An act to establish the University of Porto Rico," etc., approved March 12, 1903.

## TRUST FUNDS.

## SCHOOL EXTENSION IN PORTO RICO.

For the purpose of making clear to everyone the source of these trust funds devoted to the work of school extension, I take the liberty of quoting briefly from last year's report, as follows: "On January 2, 1901, there was transferred from the general allotment of revenues collected on importations from Porto Rico, act of Congress, March 24, 1900, the sum of \$200,000 to a fund denominated 'School extension in Porto Rico,' to be expended under the direction of the commissioner of education for the erection of school buildings. This fund was subsequently increased in the sum of \$137,000 by transfers from the same source." During the present year this fund is debtor to allotments in the amount of \$102,500, making a grand total allotted for this purpose since January 1, 1900, of \$439,500. This money should not be confused in any way with that appropriated by the legislature, as it is a separate and distinct fund allotted by the governor and heads of departments for the above-mentioned specific object, in addition to the regular appropriation for the purpose of carrying on school work.

At the close of the fiscal year 1901-2 there remained an actual available balance (not including insular normal school) of \$106,577.52; this has been augmented during the year by (a) refund, \$200; (b) allotments at frequent intervals from funds at the disposal of the governor, \$102,500; (c) repayments by the municipalities of Rio Grande and Cabo Rojo, aggregating \$585.37, as provided in resolutions adopted by said municipalities to repay one-half the cost of their respective buildings, making a



HAMILTON RURAL SCHOOL, LAJAS.

Built by department of education of Porto Rico. Completed October 5, 1901.



# REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO. 29

total available fund for the fiscal year 1902-3 of \$209,862.89. Below is a statement showing receipts and expenditures of same:

## *Available fund.*

|  |              |                  |
|--|--------------|------------------|
| July 1, 1902. To balance.....  | \$106,577.52 |                  |
| Refund .....   | 200.00       |                  |
| Allotment on account of the following schoolhouses, one-half of which is to be repaid by the corresponding municipalities: |              |                  |
| Carolina .....   | \$12,000.00  |                  |
| San Sebastian .....  | 9,000.00     |                  |
| Yauco .....  | 9,000.00     |                  |
| Adjuntas .....   | 10,000.00    |                  |
| Cabo Rojo .....  | 9,000.00     |                  |
| Sabana Grande .....  | 9,500.00     |                  |
| San Sebastian .....  | 500.00       |                  |
| Yabucoa .....  | 13,000.00    |                  |
| Bayamon .....  | 9,000.00     |                  |
| Juana Diaz .....   | 12,000.00    |                  |
| Añasco .....   | 9,500.00     |                  |
|  |              | 102,500.00       |
| Repayments by—   |              |                  |
| Rio Grande .....   | 285.37       |                  |
| Cabo Rojo .....  | 300.00       |                  |
|  |              | 585.37           |
|  |              | <hr/> 209,862.89 |

## *Disbursements.*

|  |           |                  |
|--|-----------|------------------|
| Salaries (architect, draftsman, and inspectors) .....  | 6,861.64  |                  |
| Erection of buildings (contracts) .....  | 58,832.79 |                  |
| Traveling (architect and inspectors) .....   | 963.83    |                  |
| Insurance (fire insurance on completed buildings) .....  | 535.13    |                  |
| Contingent expenses (advertising bids, transferring desks to new schools, extras not included in contracts, supplementary contracts) ..... | 1,852.15  |                  |
|  |           | 69,045.54        |
| Balance .....  |           | <hr/> 140,817.35 |

## INSULAR NORMAL SCHOOL.

This account, while strictly speaking a part of the general allotment for school extension, has been treated separately upon request of the auditor. This fund had to its credit, July 1, 1902, the beginning of the present fiscal year, \$21,266.67, composed as follows: (a) Unexpended balance, "Construction of roadways and approaches," \$16.26; (b) unexpended balance, "Normal school building," \$250.41; (c) unexpended allotment, "Principal's dwelling," \$4,000; (d) unexpended allotment, "Model school building," \$17,000. It has been disbursed as below, balancing the account:

## *Available fund.*

|                               |             |
|-------------------------------|-------------|
| July 1, 1902. To balance..... | \$21,266.67 |
|-------------------------------|-------------|

## *Disbursements.*

|   |           |                 |
|---|-----------|-----------------|
| Construction of roadways and approaches ..... | \$16.26   |                 |
| Normal school building .....                  | 250.41    |                 |
| Principal's dwelling .....                    | 4,000.00  |                 |
| Model school building .....                   | 17,000.00 |                 |
|   |           | <hr/> 21,266.67 |

## TEACHERS' PENSIONS.

Shortly after the close of the fiscal year 1902-3, active steps were taken by the Department to secure for this fund the benefits of a law authorizing municipalities to issue certificates of indebtedness. There was then due this fund from the several

# 30 REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO.

municipalities the sum of \$21,129.89. Applications were filed with the treasurer of Porto Rico in each case where an indebtedness existed for the issue of a certificate. As a result of this step, nine municipalities responded, forwarding certificates aggregating \$3,570.64; some confirmed the amount due, while the remainder gave the matter no attention whatever. These certificates, while acknowledgments of just debts and promises to pay in due time, are of no practical use to the pensioners (many of these pensioners have been reported, on good authority, to be in a starving condition), owing to other provisions of the same law that authorized them, namely, settlement in order of the priority of indebtedness and a payment of not less than 20 per cent of the entire certificate per annum. The available funds out of which payments to pensioners were being made, became exhausted before all claims for the quarter ending December 31, 1902, had been settled. Thus it is that certain pensioners near the end of the list have received no money from this source since September, 1902. All pensioners are listed in order of the priority of the approval of their claims by the governor, so that those remaining unpaid from the quarter ending December 31, 1902, will receive first attention upon the acquisition of funds.

The department, while powerless to remedy the condition of affairs, has been besieged constantly, not only by personal letters from the pensioners and their friends, but by callers at this office, in behalf of some pensioner or other, almost daily. It has been thought manifestly unwise to receive or consider any new claims with the matter in the present condition.

The administration of the teachers' pensions trust fund has been as follows:

| Available.         |            | Disbursements.   |          |
|--------------------|------------|--|----------|
| July 1, 1902:      |            | July 23, 1902: Claim, pertaining to quarter, June, 1902..... | \$412.16 |
| To balance .....   | \$1,882.08 | July 1, 1902, to June 30, 1903 .....                         | 1,824.80 |
| Payments:          |            | Balance.....   | 52.70    |
| Rio Grande.....    | 228.23     |  |          |
| Mayaguez .....     | 126.97     |  |          |
| Sabana Grande..... | 52.38      |  |          |
|                    | 2,289.66   |  | 2,289.66 |

## MISCELLANEOUS ACCOUNTS.

### ESTABLISHMENT AND MAINTENANCE OF INDUSTRIAL SCHOOLS IN PORTO RICO.

By an "Act to provide for the establishment and maintenance of industrial schools in Porto Rico," approved March 1, 1902, this fund received the sum of \$40,521.33, representing the unrequired balances of the department of education, fiscal year 1901-2. It has been disbursed as below:

#### *Appropriation.*

By transfer of unrequired balances, department of education, fiscal year 1901-2..... \$40,521.33

#### *Disbursements.*

|   |          |           |
|---|----------|-----------|
| Claims pertaining to fiscal year 1901-2, settled by auditor ..... | \$126.74 |           |
| Disbursements from July 1, 1902, to June 30, 1903:                |          |           |
| Salaries.....   | 6,760.48 |           |
| Contingent expenses.....  | 9,690.32 |           |
|   |          | 16,577.54 |
| Balance .....   |          | 23,943.79 |

This balance, while intended for use as specified, can only be expended for purposes which are not covered by regular appropriations. It pertains to no fiscal year.

### SCHOOLS FOR THE TRAINING OF NURSES.

By an act of the legislature, entitled "An act to establish schools for trained nurses," approved March 1, 1901, there was appropriated the sum of \$3,000, distributed equally among the cities of San Juan, Ponce, and Mayaguez. Two of these schools have been running during most of the calendar year, and show disbursements for salaries to instructors during the same period; that of Mayaguez was established too late to enter into this report. This appropriation pertains to no fiscal year and is available until used.

# REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO. 31

## *Appropriations.*

March 1, 1902—To appropriation as follows:

|                |            |
|----------------|------------|
| Nurses—        |            |
| San Juan ..... | \$1,000.00 |
| Ponce .....    | 1,000.00   |
| Mayaguez ..... | 1,000.00   |
|                | <hr/>      |
|                | 3,000.00   |

## *Disbursements.*

From March 1, 1902, to June 30, 1903—Salaries:

|                |          |
|----------------|----------|
| Nurses—        |          |
| San Juan ..... | \$889.32 |
| Ponce .....    | 148.30   |
|                | <hr/>    |
|                | 1,037.62 |
| Balance .....  | <hr/>    |
|                | 1,962.38 |

The following miscellaneous accounts are self-explanatory.

## FREE PUBLIC LIBRARY.

## *Appropriation.*

An act making appropriations for the necessary expenses for carrying on the government of Porto Rico for the fiscal year ending June 30, 1903, and for other purposes, approved March 1, 1902..... \$2,380.00

## *Disbursements.*

|  |            |
|--|------------|
| Salaries .....                                       | \$1,202.23 |
| Contingent expenses:                                 |            |
| Books, publications, periodicals, and maps.....      | 891.73     |
| Furniture, appliances, and incidental expenses ..... | 34.00      |
| Freight and expenses.....                            | 2.75       |
|  | <hr/>      |
|  | 2,130.71   |
| Balance.....   | <hr/>      |
|  | 249.29     |

## INSTRUCTION AND TRAINING OF YOUNG MEN FROM PORTO RICO IN THE UNITED STATES.

## *Appropriation.*

An act making appropriations for the necessary expenses of carrying on the government of Porto Rico for the fiscal year ending June 30, 1903, and for other purposes, approved March 1, 1902..... \$10,000.00

## *Disbursements.*

|   |          |
|---|----------|
| From July 1, 1902, to June 30, 1903 ..... | 9,906.34 |
|   | <hr/>    |
| Balance.....                              | 93.66    |

## TECHNICAL EDUCATION OF PORTO RICAN STUDENTS IN THE UNITED STATES.

## *Appropriation.*

An act making appropriations for the necessary expenses of carrying on the government of Porto Rico for the fiscal year ending June 30, 1903, and for other purposes, approved March 1, 1902..... \$5,000.00

## *Disbursements.*

|   |          |
|---|----------|
| From July 1, 1902, to June 30, 1903 ..... | 4,958.30 |
|   | <hr/>    |
| Balance .....                             | 41.70    |

## MISCELLANEOUS RECEIPTS.

Under the present system of furnishing all books and supplies to pupils gratis it is necessary to hold the supervisors, to whom books and supplies are issued for distribution, in strict accountability.

In order to protect themselves, supervisors require a strict accounting from the teachers, who, in turn, exercise care in the return of property by pupils.

Books or unexpendable materials lost must be paid for by pupils, or teachers if they fail to collect from pupils.

From this source there has been received from time to time during the year \$1,701.15, duly deposited with the treasurer of Porto Rico. These funds are considered as miscellaneous receipts of the insular government and are in no way available for departmental use after being so deposited.

## RECAPITULATION.

|   | Receipts.    | Disbursements. |
|---|--------------|----------------|
| Regular appropriation.....  | \$547,767.14 | \$545,105.67   |
| School extension in Porto Rico—trust fund.....                              | 209,862.89   | 69,045.54      |
| Insular normal school—trust fund.....                                       | 21,266.67    | 21,266.67      |
| Teachers' pensions—trust fund.....  | 1,877.50     | 1,824.80       |
| Establishment and maintenance of industrial schools.....                    | 40,521.33    | 16,577.54      |
| Schools for the training of nurses.....                                     | 3,000.00     | 1,037.62       |
| Free public library.....  | 2,380.00     | 2,130.71       |
| Instruction and training of young men from Porto Rico in United States..... | 10,000.00    | 9,906.34       |
| Technical education of Porto Rican students in United States.....           | 5,000.00     | 4,958.30       |
| Balance.....  |              | 169,822.34     |
| Total.....  | 841,675.53   | 841,675.53     |

All outstanding bills against the department for the fiscal year 1902-3 have been paid and all accounts rendered to the auditor.

In closing I desire to record my appreciation of the efforts of my associates in this division during the year and to thank them for their interest and hearty cooperation in the work.

I have the honor to be, sir, very respectfully,

J. R. WILDMAN,

*Disbursing Officer and Chief of Division.*

THE COMMISSIONER OF EDUCATION.

## REPORT OF THE CHIEF OF DIVISION OF SUPERVISION AND STATISTICS.

DEPARTMENT OF EDUCATION OF PORTO RICO,

OFFICE OF THE COMMISSIONER,

*San Juan, July 1, 1903.*

DEAR SIR: I have the honor to present herewith my annual report for the school year that has just ended.

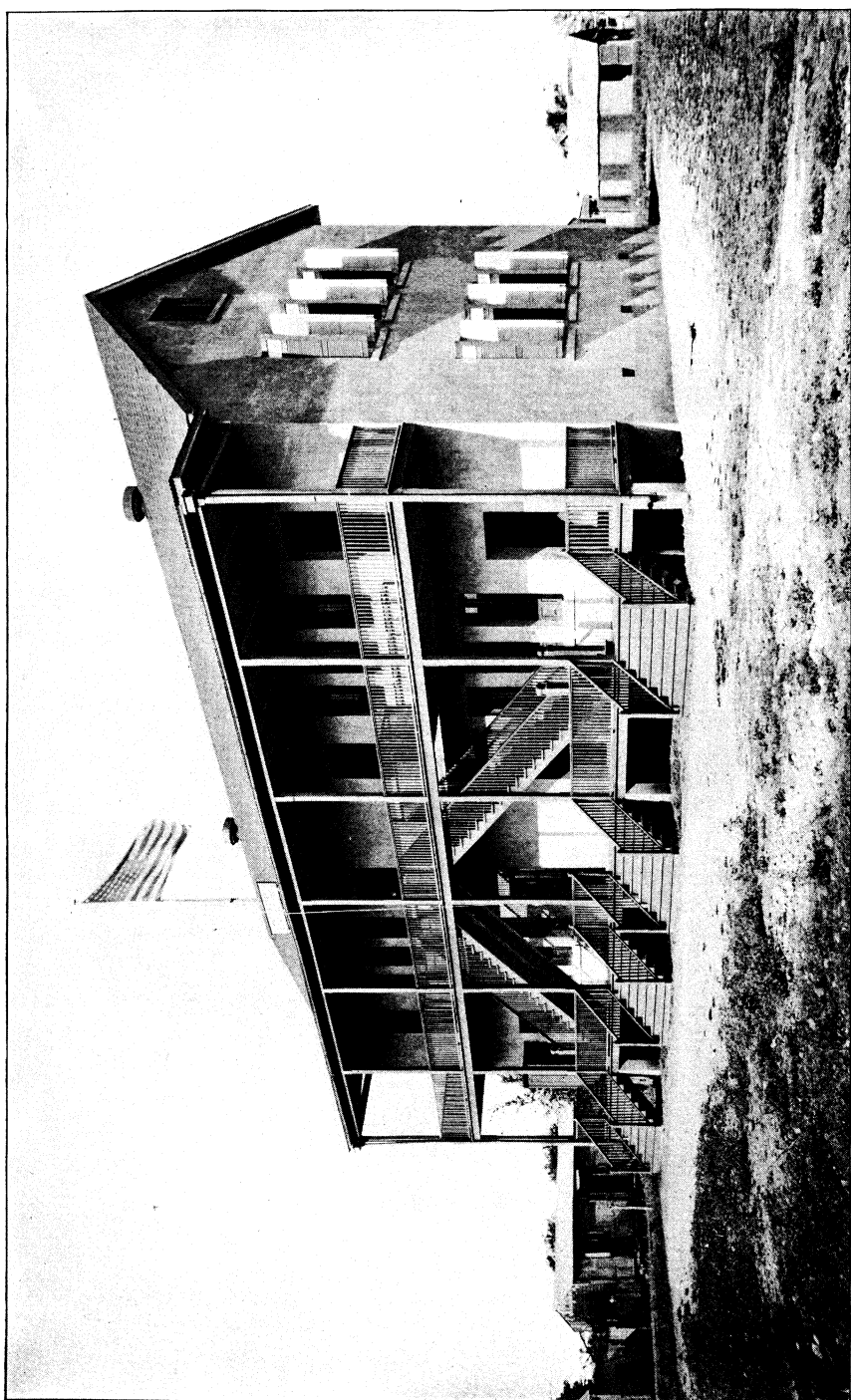
On October 15, 1902, I was relieved of my duties as supervisor of the San Juan district by Mr. L. R. Sawyer, and succeeded Mr. Alberto F. Martinez, under whose efficient direction the work of this division had been carried on.

As heretofore, the district superintendents have been required to visit and report on the work of each school every month. They have not been able to do this in all cases on account of bad roads, bad weather, and the large number of schools in some districts.

It has seemed best to use separate blanks for the statistical and professional reports. Of the latter the superintendents were required to send a copy to this office, to file another copy in their office, and to give the original to the teacher. Much economy of time has been effected by the use of carbon sheets, enabling them to make the three copies required at one writing.

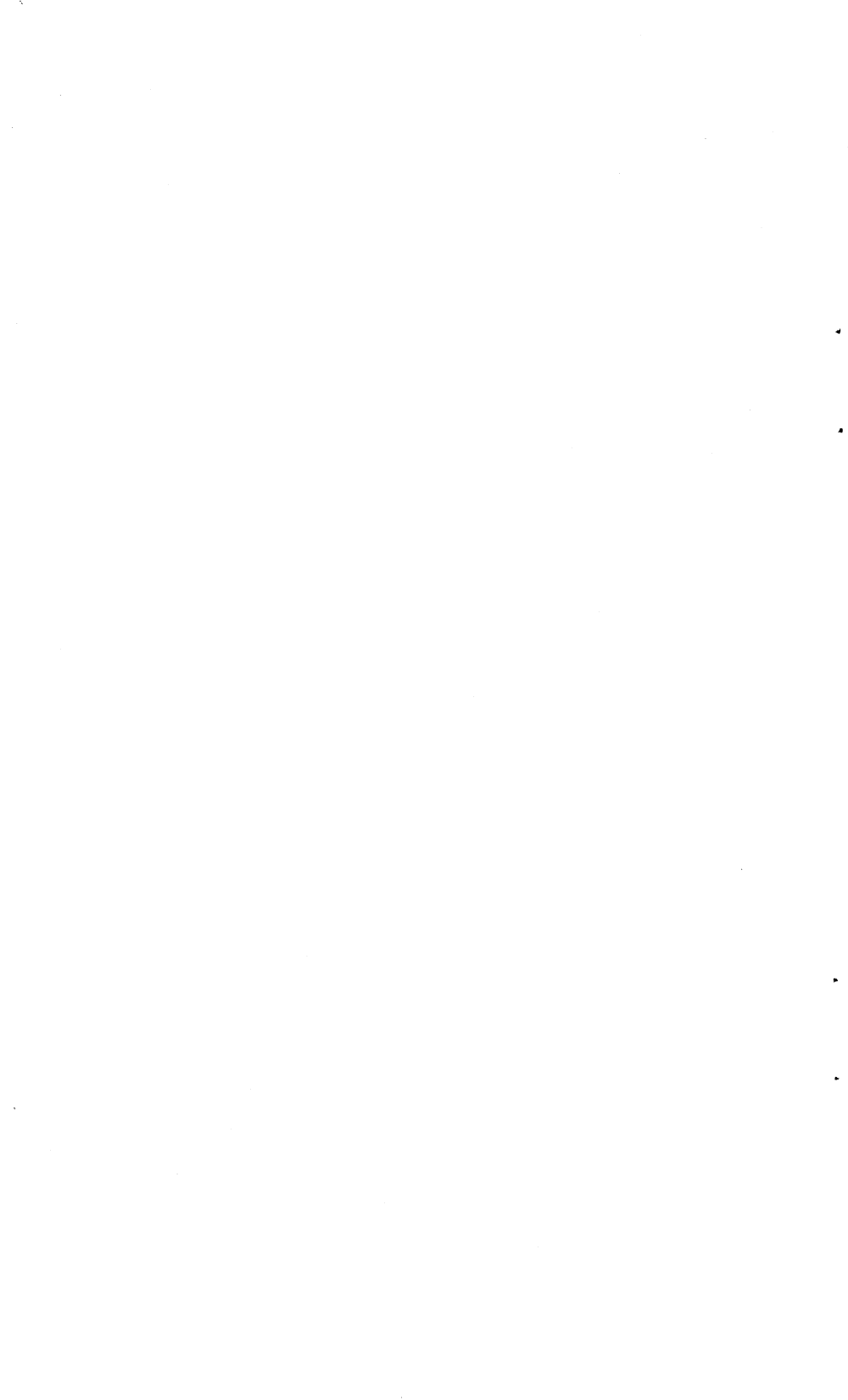
The revised course of study is better fitted to meet present requirements than the one in force last year. However, the grading in all of the districts is not as uniform as it should be, but I think that in another year this matter will be satisfactorily done.





WASHINGTON GRADED SCHOOL, GUAYAMA.

Built by department of education of Porto Rico. Completed September 4, 1901.



At the end of the first term and at the end of the school year samples of pupils' work have been sent to this office. On the whole steady progress has been made in many directions, and many of our schools are doing work equal to that of those working under similar conditions in the United States. The subject in which our pupils as a rule have been weak is arithmetic, but in some towns surprising results have been obtained in this branch, as has been shown by the recent examinations.

The same interest with which our pupils have studied English heretofore has been manifested during the past year, and, although few opportunities are presented to them for conversing in English with Americans, in a few localities our pupils have carried on the work in the various branches in this language. Frye's Grammar School Geography, Ames's Hygiene of the Tropics, Eggleston's History of the United States, and the Normal Standard Arithmetic—all in English—have been successfully studied by pupils in the upper grades.

It may be surprising to state that in general our pupils are not careful in spelling and in the correct use of the Spanish language. This may be due to a lack of training in exactness and attention to small details, but glaring mistakes in spelling, punctuation, and the use of capitals are often found in the written work. Our best teachers, some of whom have studied in Spain, say that the pronunciation of the children in the country and even those in the cities is rather defective. The use of *l* for *r*, *s* for *c*, *ll* for *y*, *z* for *s*, and *b* for *v* are among the most common errors in both written and oral expression. However, it is only just to state that in this subject satisfactory progress has been made.

Since the introduction of American text-books satisfactory progress has been made in geography, especially in map drawing. The study of the geography of the United States and of Porto Rico has been emphasized in the lower grades, and I am safe in saying that most of our pupils have a far better idea of the United States than their elders, who only too often are inclined to believe that all Americans in Porto Rico are either closely related or hail from the same village.

The study of United States history, although naturally somewhat foreign to pupils of a different race, language, and customs, has been pursued with as much interest as we find among the boys and girls in the United States.

The writing as a rule is very neat, but lacks rapidity. In the attempt to give letters their correct form the work is reduced to drawing rather than to the free muscular movement characteristic of rapid writing.

Our pupils show special aptitude for music. This is not surprising, however, when in a country like this even the illiterate peon at work in the coffee or cane field makes verses and composes suitable tunes. Their disposition for drawing is also very marked. After these two subjects have been generally introduced into our schools we may expect some astonishing results.

Taken as a whole, the actual work of the schools, due to the active work of our corps of superintendents, to the interest and cooperation of our school boards, to the honest and untiring efforts of our teachers, who often under the most adverse circumstances have devoted themselves to the work of educating and instructing the pupils under their charge, has been highly satisfactory. To one not acquainted with conditions here and with the school work as it was only four years ago this statement may appear exaggerated, but those who have been in this work since the American occupation, as well as every fair-minded Porto Rican, will give it full credit. If special stress should be laid on any side of our school work in the future, it should be on the manner and method of doing things rather than on the mere acquisition of knowledge.

In justice to our teachers—both Porto Rican and American—let it be said that as a body they have undertaken and discharged all their duties willingly and with interest and devotion to the cause of education in this island. As in all parts of the world there have been shirks, who view teaching as a bread-winning trade rather than as a profession, but there are also those who at the cost of great personal sacrifices have done everything in their power to make their schools rank among the best in Porto Rico. There are those who have devoted themselves to the study of new subjects, and some who have gone to the United States this summer to improve themselves by travel, by the acquisition of English, and by pursuing summer courses in various lines. If the work of some teachers has not been successful it has been due to the lack of proper preparation rather than to lack of willingness on their part. As the teaching force of Porto Rico increases in numbers it would be wise gradually to raise the standard by reexamining those whose work is unsatisfactory on account of weakness in scholarship, renewing licenses only after they pass a successful examination. While this may work hardships to these teachers and their families, it is only just to the school children of Porto Rico to demand that all their teachers shall not only be willing but also competent workers.

It has become necessary, however, to suspend and dismiss eleven teachers during the past school year. Of these, three are Americans and eight Porto Ricans. Four were dismissed for neglect of duty; one for incompetency; one for cruel treatment of a pupil, and two for improper conduct. Three teachers were suspended for a short period for neglect of duty, but were reinstated later on. A note of the facts has been made on their individual records.

I also have to report that six teachers—five rural and one graded—have died in the service during the past school year.

A superintendents' conference was held at the offices of the department on December 29, 30, and 31, 1902, at which various subjects of current interest in the educational affairs of Porto Rico were thoroughly discussed. Of the conferences held thus far it is my candid opinion that this one was the most successful for two reasons: First, on account of the greater maturity of judgment acquired by the superintendents as a body by longer experience in the service regarding existing conditions and the solution of special difficulties; second, because all of the various subjects assigned were announced long enough beforehand to enable those presenting them to make the necessary preparation.

The following programme was prepared by the writer and was carried out in all its details:

**Monday, December 29, 1902:**

- |  |              |
|--|--------------|
| 8.30 a. m.—A statement of the powers and duties of supervisors: (a) In their relation to the department; (b) in their relation to the school boards; (c) in their relation to the teachers; (d) in their relation to the public..... | Mr. Sawyer.  |
| 10.00 a. m.—Things to do and observe on visiting a school....  | Mr. Lynch.   |
| 1.30 a. m.—Common errors in methods found in our schools, and how to correct them.....   | Mr. Roberts. |
| 3.00 p. m.—Errors in discipline, and how to correct them...  | Mr. Landrón. |
| 7.30 p. m.—A separate course of study for the rural schools..  | Mr. Ducout.  |
| 8.30 p. m.—Monthly reports .....   | Mr. Eckman.  |

**Tuesday, December 30, 1902:**

- |  |                |
|--|----------------|
| 8.30 a. m.—Grading, promotion, and graduation of pupils...   | Mr. Wood.      |
| 10.30 a. m.—The distribution and care of books and supplies, with a consideration of the texts to be used in each grade..... | Mr. Fajardo.   |
| 1.30 p. m.—Needed changes in the school laws .....   | Mr. Northrup.  |
| 3.00 p. m.—Special subjects, such as music, drawing, kindergarten work, sloyd, etc.....                                      | Miss Ankrom.   |
| 7.30 p. m.—The teaching of English .....   | Mr. Kelley.    |
| 8.30 p. m.—The teaching of the Spanish language.....   | Mr. Rodríguez. |

**Wednesday, December 31, 1902:**

- |   |                 |
|---|-----------------|
| 8.30 a. m.—A criticism of the course of study.....  | Mr. Conant.     |
| 10.00 a. m.—The agricultural school .....   | Mr. Hutchinson. |
| 1.30 p. m.—Teachers: (a) Minimum age and experience qualifications; (b) tenure of office; (c) graded salaries ..... | Mr. Miller.     |
| 2.00 p. m.—A discussion of questions placed in the question box during the conference.                              |                 |

These discussions have materially aided in shaping the policy of this department, and some of the additions and changes made in the school law were first suggested in this conference. The papers presented are all on file in this office.

On the invitation of the commissioner of education, Dr. Charles De Garmo, dean of the pedagogical department of Cornell University, and Dr. Edward T. Devine, secretary of the charity organization society of New York, came to the island to lecture on educational subjects. The following schedule of conferences was carried out:

*March 20.*—Proceed to Aguadilla by boat, arriving at 12 m. Hold conferences at Aguadilla at 2.30 p. m. and at 8 p. m.

*March 21.*—Take coaches in the morning to Camuy, stopping at Quebradillas for lunch. Take train at Camuy at 2.30 p. m. for Arecibo, arriving there at 3 p. m. Hold conferences at Arecibo at 3.30 p. m. and at 8 p. m.

*March 22.*—Go from Arecibo to Utuado in coaches; from there to Adjuntas on horseback; from there to Ponce by coach.

*March 23.*—Three meetings in Ponce, at 9 a. m., 1.30 p. m., and at 8 p. m.

*March 24.*—Proceed from Ponce to Juana Díaz, stopping to dedicate school there; going then to Coamo. Hold conference at Coamo at 10.30 a. m. Leave Coamo at 1 p. m. for Guayama by way of Cayey.

*March 25.*—Hold three conferences in Guayama, at 8.30 a. m., at 1.30 p. m., and at 8 p. m.

*March 26.*—Hold conference at 8.30 a. m. Leave Guayama at 11 a. m., arriving at Ponce at 7 p. m., together with governor's party.

*March 27.*—Laying of corner stone of the Roosevelt Industrial School in Ponce at 8.30 a. m. Proceed to Yauco by special train, holding conferences there at 3 p. m. and at 8 p. m.

*March 28.*—Proceed to Mayaguez via San Germán by coach. Hold conferences at Mayaguez at 3 p. m. and at 8 p. m.

*March 29.*—Leave Mayaguez at 6.15 a. m. and proceed to San Juan by way of Aguadilla and Camuy, arriving Sunday night in San Juan.

*March 30.*—Conferences in San Juan at 8.30 a. m., 1.30 p. m., and at 8 p. m.

*March 30, March 31, and April 1.*—Educational exhibit of the San Juan district in the Lincoln graded school, on Allen street.

In addition to the gentlemen already named, the party consisted of the commissioner of education, Mr. A. F. Martinez, secretary of this department, who, in addition to doing nearly all of the interpreting, also delivered several addresses, and the writer, who accompanied the party as manager, did some interpreting and gave several addresses.

The preliminary arrangements for the conferences in the various towns were made by the different district superintendents. Everywhere the party was cordially received and entertained with that hospitality so characteristic of the Porto Rican people.

The meetings were well attended, both by teachers and by the general public.

One of the things that deserves special mention during this trip is the laying of the corner stone of the Roosevelt Industrial School in Ponce on the morning of March 27, 1903. On this occasion appropriate addresses were made to a large and appreciative audience by the Hon. W. H. Hunt, governor of Porto Rico; the commissioner of education, and Mr. Pedro J. Fournier, one of the leading citizens of Ponce. The corner stone was laid by the daughter of the President of the United States, Miss Alice Roosevelt, who visited Ponce at that time.

In Mayaguez, due to the simultaneous visits of the commissioner's party and that of the governor and Miss Roosevelt, the interest of the public naturally centered in the latter, and the audience was not as large as it has been on similar occasions.

The last conference was held in San Juan and was attended by teachers from seven different districts.

The attendance of teachers at these conferences in the various places was as follows:

|                 |    |                |     |
|-----------------|----|----------------|-----|
| Aguadilla ..... | 63 | Yauco .....    | 50  |
| Arecibo.....    | 68 | Mayaguez.....  | 93  |
| Ponce .....     | 84 | San Juan ..... | 219 |
| Coamo.....      | 82 |                |     |
| Guayama .....   | 48 | Total .....    | 707 |

In addition to the general conferences, of which I have just spoken, several of our district superintendents have also held meetings at stated intervals, at which the teachers had an opportunity to exchange views on matters pertaining directly to their work and superintendents presented new phases of school work to be introduced. They have also aided these superintendents in unifying the work of their respective districts and in creating a degree of enthusiasm which is hard to obtain otherwise.

The meetings in the Yauco district, in charge of Mr. Lynch; those of the Aibonito district, in charge of Mr. Landrón, and a large gathering of teachers at Mayaguez during the Easter recess, under the direction of Mr. Mellowes, deserve special mention.

For the occasion of the conferences at San Juan the teachers of this district, under the direction of Mr. Sawyer, and those of San Juan High and Graded school, under the direction of Miss Emily H. Beckwith, had prepared an exhibit of pupils' work, which was held in the Lincoln Graded School of this city. Short addresses were made at this school on the days that the exhibit was open to the public. It was visited by nearly 400 teachers and large numbers of outsiders, who took the greatest interest in examining the work of the various branches. While this exhibit showed that in general great progress has been made, it also impressed one acquainted with conditions here that there is still much to be done toward doing away with teaching mere words instead of things and ideas. However, some of the work in arithmetic, physiology, and language was exceptionally good, as was also the whole exhibit of the kindergarten and the San Juan Industrial School.

The Mayaguez schools also presented an exhibit on the occasion of the conferences

there. Mr. Mellowes, our superintendent in that district, had also gathered together a collection of curios and products of that section of the island, which, together with the exhibit, attracted wide attention.

In several towns of the island similar exhibits were planned and held on the last day of the school year. Among them, one that deserves special mention was that made by the teachers of the Bayamon district, which was a good criterion of what can be done in elementary manual training, such as cutting, pasting, folding, modeling, and drawing.

In accordance with an act providing for the education of certain young men and women in the normal school at Río Piedras, competitive examinations for 28 free scholarships were held in the various school districts on June 5, 6, and 8, 1903. Originally, about 250 applications were received, asking for admission to this examination. Of these, nearly 100 were rejected, as the applicants did not come within the conditions prescribed by law. Of those examined, only a small per cent passed; some of them, however, with very high marks. The reviewing board awarded 20 scholarships to the following persons:

*First district.*—Luis Cintrón, Manatí.

*Second district.*—Angela Gonzalez Santiago, and Manuel Rodriguez Babilonia, Arecibo; Lorenzo Coballes Gandía, Camuy.

*Third district.*—Loaiza Cordero and Rafael Lluch, Yauco; Carmen de la Fuentes Vargas, Adjuntas; Alejo Guevara, Isabela.

*Fourth district.*—América Puig and Adela Ramirez, Mayaguez; Domingo Panaini, San Germán; Juan Herrera, Aguada.

*Fifth district.*—Miguel Haldonado, Peñuelas; Julia Irizarri, Ponce.

*Sixth district.*—Luis M. Morales and Leopoldo Castro, Guayama; Catalina Baez, Caguas.

*Seventh district.*—Medardo Carazo Gonzalez, Carolina; Francisco Vizcarrando Coronado and Luisa Guzman Berrios, Fajardo.

Eight places are still vacant, but will probably be filled before the opening of the coming school year. This examination was based on the requirements of the eighth grade of the common school course, covering the following subjects: English language, Spanish language, arithmetic, geography, history, elementary science, civil government, and writing.

Pupils not candidates for free scholarships, who were pursuing the studies of this grade, also took this examination for the common school diploma.

With the exception of a small class that was graduated from the eighth grade in Ponce last year, this is the first time that examinations of this character were held in Porto Rico since the American occupation.

These diplomas entitle the holders to enter any high or normal school in Porto Rico without further examination; and many of the pupils who have received these diplomas will continue their studies in a secondary school and will be valuable acquisitions to the schools they may enter. Diplomas have been granted as follows:

San Juan High and Graded School, 11; Ponce High and Graded School, 10; Pujals Street Graded School, Ponce, 5; Columbus Graded School, Yauco, 4; Adams Graded School, Sábana Grande, 2; Antonia Martinez Graded School, San Germán, 6; Farragut Graded School, Mayaguez, 24; Isabela Graded School, 3; Camuy Graded School, 3; Jefferson Graded School, Arecibo, 6; in all, 74 common school diplomas have been granted.

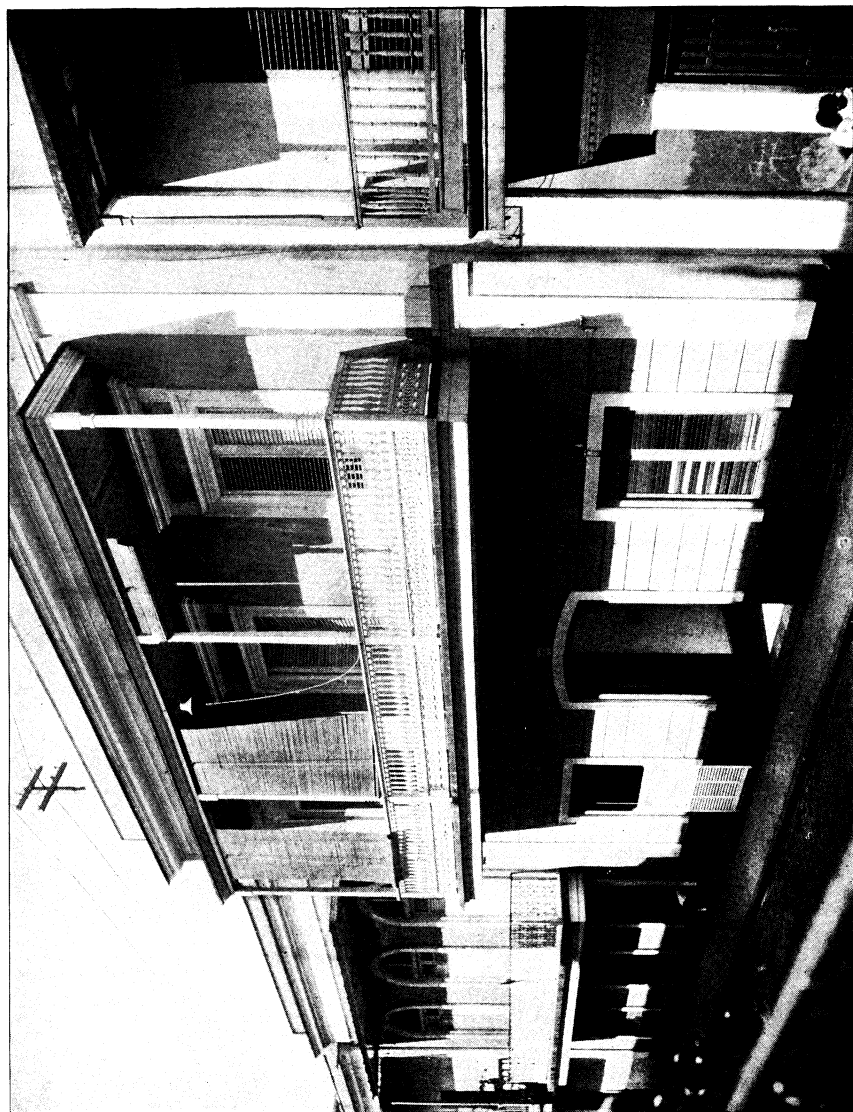
In addition to these a few pupils, who had an average of 70 per cent but fell below the minimum in one branch, have been given an opportunity to make up this subject during the summer vacation. If at the end of the summer vacation they pass a satisfactory examination in this subject, they will then receive a diploma.

A few pupils who were not candidates for the common school diploma, but who wished to enter the normal school, also took this examination. Those who succeeded in passing will be allowed to enter the normal school without further examination.

As usual, legal holidays were observed by the schools in a proper manner, and the reports of the district superintendents will give an account of all the public exercises carried out in the various districts. One of these, however, deserves special mention. I refer to the Arbor Day exercises which were held for the first time in all the schools of the island on December 6, 1902. This day was instituted by law, the bill having been introduced in the second session of the first legislative assembly by Mr. Domenech, of Ponce, a very progressive Porto Rican gentleman.

A pamphlet, which served as a valuable guide, was prepared by the department and distributed to all the teachers. Every pupil in the public schools was given an opportunity to vote for an emblematic tree for Porto Rico. The following report explains the result of the vote:

According to the reports which have just been tabulated, there were 7,106 trees



McKINLEY GRADED SCHOOL, SAN JUAN.





planted by the children of the public schools on the recent Arbor Day, December 5, 1902. The number planted in each district was as follows:

|                 |     |                  |     |
|-----------------|-----|------------------|-----|
| San Juan .....  | 85  | San Germán ..... | 392 |
| Humacao .....   | 566 | Camuy .....      | 272 |
| Aibonito .....  | 344 | Manatí .....     | 357 |
| Yauco .....     | 490 | Fajardo .....    | 299 |
| Aguadilla ..... | 308 | Guayama .....    | 216 |
| Utado .....     | 317 | Ponce .....      | 308 |
| Carolina .....  | 748 | Mayaguez .....   | 255 |
| Caguas .....    | 570 | Arecibo .....    | 182 |
| Coamo .....     | 289 | Vega Baja .....  | 517 |

In the vote for an emblematic tree there were cast 23,293 ballots, and 92 different trees and plants received votes. The two receiving the largest number of votes are the Mango, which leads with 5,108 votes, and the Palma Real, which has 3,619. According to the proposed plan, another vote will be taken on Arbor Day, 1903, which will be confined to these two trees, and the one receiving the highest number of votes at that time will be declared the choice of the school children for Porto Rico's emblematic tree. Other trees which received over 100 votes each are as follows:

|                     |       |                     |       |
|---------------------|-------|---------------------|-------|
| Café .....          | 2,519 | Aguacate .....      | 244   |
| Naranja Dulce ..... | 1,639 | Flamboyán .....     | 134   |
| Almendro .....      | 784   | Limón .....         | 107   |
| Caimito .....       | 402   | Maméy .....         | 1,646 |
| Ceiba .....         | 244   | Naranja Ágria ..... | 817   |
| Acacia .....        | 155   | Granado .....       | 431   |
| Guamá .....         | 108   | Cedro .....         | 290   |
| Níspero .....       | 1,696 | Quenepa .....       | 204   |
| Palma de Coco ..... | 1,157 | Pana .....          | 132   |
| Laurel .....        | 584   | Jobo .....          | 102   |
| Roble .....         | 338   |                     |       |

#### RECOMMENDATIONS.

While the present method of inspecting schools by the district superintendents has produced many good results, still it has defects which can not be overlooked and which should be remedied as soon as possible. It does not go far enough toward bettering the work of the schools. With monthly visits superintendents do not have the necessary time to study carefully the needs and details of the work of each school, and only too often the whole time of the visit is spent in correcting errors in the statistical reports for the previous month. I respectfully recommend that:

First. A plan be devised by which superintendents may verify the statistical reports at the end of the school month at their offices.

Second. That the number of visits to schools be limited to five or six during the school year.

Third. That superintendents spend at least three hours in each school during a visit—that the first hour be given to observing the general conditions of the school, the method followed in class, order, discipline, study, and other details; that the second hour be devoted to examining classes for the purpose of measuring the progress made; and the third hour to discussing with the teacher the needs of the school and the means for making improvements, which of course could be done after the school is dismissed.

The superintendent should also spend some time several times a year in the different communities where his schools are located for the purpose of consulting with the leading citizens of the vicinity in regard to the school, its needs, teacher, and other matters which local conditions may require.

Fourth. That, instead of sending in a detailed report of each school, the superintendent should make a brief statement of the conditions and work on a card furnished for this purpose, giving absolute marks.

In blank books, which should remain in the hands of teachers, superintendents should write out their suggestions and criticism in ink. This can be readily referred to on the occasion of the next visit to see if the suggestions are properly followed.

Fifth. That where teachers are doing poor work, are neglecting their duties, or are guilty of improper conduct the facts should be reported by letter.

With an arrangement such as I have briefly outlined superintendents will really spend more time in the schoolrooms and less time in traveling, and hence will be in a position to do more good for the schools.

With respect to the general educational conferences as at present conducted in Porto Rico, I beg to state that these conferences have produced good results by arousing public opinion in favor of our public schools, and as evidence of this fact we need only note that at the present time the people of Porto Rico are willingly giving one-fourth of their insular taxes toward the cause of education. It would seem, therefore, that the time had come to introduce teachers' institutes such as we have in the United States, where teachers not only listen to lectures, some of which may do little toward aiding them directly in their teaching, but where they themselves are required to take part in the work of the institute. For these institutes teachers could be gathered in centers like San Juan, Mayaguez, and Ponce, and be drilled in methods of teaching the common school subjects and in the fundamental principles of teaching, organizing them into classes in charge of conductors specially qualified for this kind of work instead of having them listen to lecturers or lecturing themselves on methods which they do not practice. I believe that in the near future we should have a competent man as instructor of pedagogy and institute conductor for the entire island. This institute conductor could be aided by the district superintendents and the most competent teachers of the various districts.

In closing this report, I wish to make acknowledgment of the valuable assistance of Mr. G. S. Nice, who, in performing the statistical work of this division, has introduced a high degree of accuracy in our system of gathering and recording school statistics. I respectfully refer you to his report for the statistics of the school year that has just closed.

The relations sustained by me with the other employees of this department and the district superintendents have been most cordial, and it is due largely to their prompt and friendly cooperation that the work of this division has been carried forward. I am especially indebted to the assistant commissioner of education and to yourself for many timely suggestions, friendly criticisms, and needed counsel, for all of which I desire to express my sincere thanks.

Respectfully submitted.

PAUL G. MILLER,

*Chief of Division of Supervision and Statistics.*

HON. SAMUEL M. LINDSAY,

*Commissioner of Education.*

#### DEPARTMENT OF EDUCATION OF PORTO RICO,

OFFICE OF THE COMMISSIONER,

*San Juan, September 15, 1903.*

SIR: I have the honor to submit herewith statistics for the public schools of Porto Rico, compiled from superintendents' and teachers' reports returned to this office during the school year beginning September 29, 1902, and ending June 26, 1903.

There were enrolled in all the schools, common and special schools, 70,216 pupils, an increase of 8,353 pupils (about 13 per cent) over the number enrolled the previous year.

The attendance throughout the year has averaged 36,308 pupils each day, including pupils attending evening classes. In the common schools alone the average daily total attendance has been 34,272 pupils, an increase of 4,112 over the previous year (about 14 per cent).

The average daily per cent of attendance in each common school was 83.81 per cent and during the previous year 79.71 per cent.

Each school was kept during an average of 18.98 days in each school month and an average total of 171.85 days for the year.

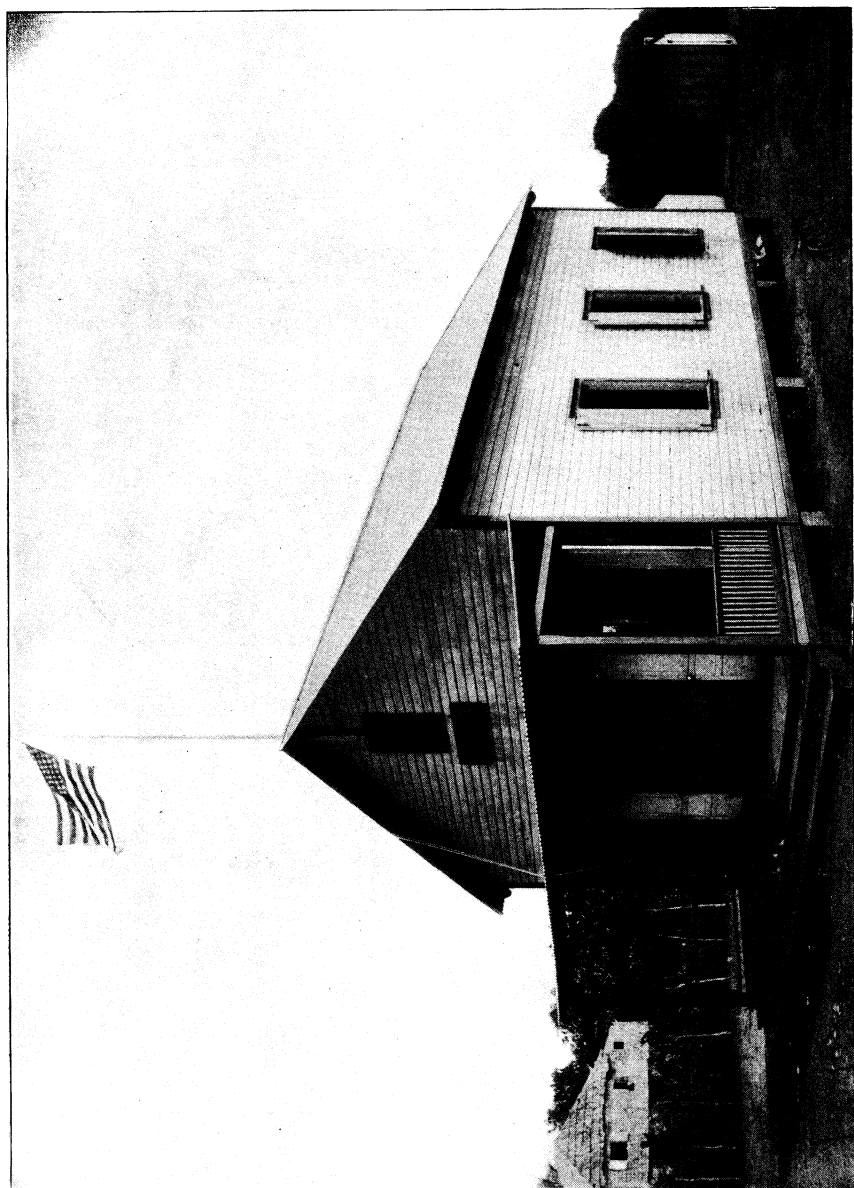
At the beginning of the year 914 common schools were opened. During the month of April there were 1,014 schools open; during the month of June, 1,005, and for the year an average during each month of 965 schools. In all there have been 1,026 schools, not including special schools, open at some time during the year in 717 different school buildings.

There were 1,220 different teachers employed during some portion of the year in the common schools, with an average of 1,056 each month.

In the special schools 89 classes have been taught by a total of 134 teachers.

Estimating the total population of the island and the total population of school age (5 to 18 years) at, respectively, 1,000,907 and 377,200, assumes a constant rate of increase during the past twenty years (1883-1903). Where a total or school population is referred to, these estimates, unless otherwise indicated, have been used.

For every 100 of the school population 19 pupils were enrolled during the year



PEABODY RURAL SCHOOL, BAYAMON.

Built by department of education of Porto Rico. Completed September 27, 1901.



and an average of 10 pupils were taught per day, and for every 100 of the total population 7 pupils were enrolled during the year and an average of 4 pupils per day actually taught.

The aggregate number of days' attendance (6,168,907.5) in the common schools alone shows ninety-six days' schooling given for each pupil enrolled during the year, nineteen days' schooling given for each individual of school age, and six days' schooling given for each individual of the total population.

The methods employed in ascertaining averages and in combining statistics to form the following tables have been, as nearly as possible, the methods employed by the United States Bureau of Education.

Respectfully, yours,

GAIL S. NICE,  
*Statistical Supervisor.*

Hon. S. M. LINDSAY,  
*Commissioner of Education for Porto Rico.*

#### RÉSUMÉ. 1902-3.

|   |             |
|---|-------------|
| 1. Total population of the island:  |             |
| Census of 1899.....   | 953, 243    |
| Estimated 1903 (basis, census of 1883 and 1899).....  | 1, 000, 907 |
| 2. Total school population (5 to 18 years):   |             |
| Census of 1899.....   | 322, 393    |
| Estimated 1903 (basis, census of 1883 and 1899).....  | 377, 200    |
| 3. Number of school districts in the island.....  | 19          |
| 4. Number of superintendents in the island.....   | 19          |
| 5. Number of municipalities in the island.....  | 46          |
| 6. Number of local school boards in the island.....   | 46          |
| 7. Number of members of each local school board.....  | 3           |
| 8. Number of schools open at end of the year (graded, 417; rural, 588) ..   | 1, 005      |
| Number of special schools open at end of year.....  | 82          |
| All schools open at end of the year.....  | 1, 087      |
| 9. Average number of common schools open each month.....  | 965         |
| Average number of special schools open each month.....  | 80          |
| Average number of schools open each month.....  | 1, 045      |
| 10. Average number of common schools per district during the year....   | 54          |
| 11. Number of buildings in use for schools at end of the year, not including special schools (town, 129; rural, 588)..... | 717         |
| 12. Average number of American teachers employed each month, not including special schools.....                           | 110         |
| 13. Average number of teachers employed in the common schools each month.....   | 1, 056      |
| Average number of teachers employed in the special schools each month.....  | 102         |
| Average number of teachers employed each month.....   | 1, 158      |
| 14. Number of teachers employed at end of year, not including special schools:  |             |
| White—  |             |
| Males.....  | 665         |
| Females.....  | 343         |
| Total.....  | 1, 008      |
| Colored—  |             |
| Males.....  | 46          |
| Females.....  | 43          |
| Total.....  | 89          |
| White and colored—  |             |
| Males.....  | 711         |
| Females.....  | 386         |
| Total.....  | 1, 097      |

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|  |        |
|--|--------|
| 15. Average number of teachers per district during the year, not including special schools ..... | 64     |
| 16. Total number of different teachers employed in the common schools during the year:           |        |
| White—   |        |
| Males .....  | 743    |
| Females .....  | 383    |
| Total .....  | 1,126  |
| Colored—   |        |
| Males .....  | 49     |
| Females .....  | 45     |
| Total .....  | 94     |
| White and colored—   |        |
| Males .....  | 792    |
| Females .....  | 428    |
| Total .....  | 1,220  |
| Total number of different teachers employed in the special schools during the year .....         | 134    |
| Total number of teachers employed during the year in all schools .....                           | 1,354  |
| 17. Total number of American teachers employed in the common schools during the year:            |        |
| Males .....  | 58     |
| Females .....  | 78     |
| Total .....  | 136    |
| 18. Number of pupils enrolled in all the schools, including special schools:                     |        |
| White—   |        |
| Males .....  | 32,827 |
| Females .....  | 21,707 |
| Total .....  | 54,534 |
| Colored—   |        |
| Males .....  | 12,399 |
| Females .....  | 8,639  |
| Total .....  | 21,038 |
| White and colored—   |        |
| Males .....  | 45,226 |
| Females .....  | 30,076 |
| Total .....  | 75,572 |
| Reenrollments or duplicates .....  | 5,356  |
| Total number of different pupils actually enrolled .....   | 70,216 |
| Total number of different pupils actually enrolled in the common schools .....                   | 64,039 |
| Total number of different pupils actually enrolled in the special schools .....                  | 6,177  |
| 19. Average number of pupils enrolled each month in the common schools .....                     | 44,657 |
| Average number of pupils enrolled each month in the special schools .....                        | 2,951  |
| Average number of pupils enrolled each month in all schools .....                                | 47,608 |

|  |                |
|--|----------------|
| 20. Average enrollment per school during the year, not including special schools .....   | 46             |
| Average number of pupils enrolled per school for the whole year, not including special schools, and not including reenrollments or duplicates .....  | 68             |
| 21. Average number of pupils per district during the year, not including special schools .....   | 3, 370         |
| 22. Average total attendance per month in each school, not including special schools .....   | 710            |
| <hr/>  |                |
| 23. Average daily attendance during the year for the whole island in the common schools .....  | 34, 272        |
| Average daily attendance during the year in the special schools, including pupils attending evening classes .....  | 2, 036         |
| <hr/>  |                |
| Average daily attendance during the year in all schools .....  | 36, 308        |
| <hr/>  |                |
| 24. Average daily attendance in each common school during the year ..  | 36             |
| Average daily attendance in each special school during the year ...  | 25             |
| <hr/>  |                |
| Average daily attendance in all schools, per school, including evening classes .....   | 61             |
| 25. Average daily attendance during the year, per district, not including special schools .....  | 1, 804         |
| 26. Total number of weeks the schools were kept during the year .....  | 36             |
| Number of days in each school week .....   | 5              |
| Number of school days in the year .....  | 180            |
| 27. Average number of days each school was actually kept .....   | 171            |
| 28. Per cent of estimated total population enrolled in all schools .....   | 7              |
| Per cent of total population (census 1899) enrolled in all schools ...   | 7. 4           |
| 29. Per cent of estimated school population enrolled in all schools .....  | 18. 6          |
| Per cent of school population (census 1899) enrolled in all schools ..   | 21. 7          |
| 30. Per cent of estimated total population attending daily .....   | 3. 6           |
| Per cent of total population (census 1899) attending daily .....   | 3. 8           |
| Per cent of enrolled population, not including special schools, attending daily (i. e., the average daily per cent of attendance in common schools) .....  | 84             |
| 31. Per cent of estimated school population attending daily .....  | 9. 6           |
| Per cent of school population (census 1899) attending daily .....  | 11. 3          |
| 32. Per cent of colored pupils in the total enrollment .....   | 28             |
| 33. Per cent of colored teachers in the total number employed, not including teachers in special schools .....   | 8              |
| 34. Per cent of increase in number of pupils enrolled in all schools over the number enrolled during 1901-2 .....  | 13             |
| 35. Per cent of men in teaching force, not including teachers in special schools .....   | 65             |
| <hr/>  |                |
| 36. Estimated value of all insular school buildings <sup>a</sup> .....   | \$427, 312. 21 |
| 37. Average cost of the common schools, not including special schools (but including cost of administrative expenses of the department of education in the insular government, and not including the expenditures of the municipalities), has been as follows: |                |
| Per pupil enrolled .....   | \$7. 97        |
| Per pupil attending .....  | 14. 77         |
| Average cost of all schools, including special schools (and including the administrative expenses of the department of education in the insular government, but not including expenditures of the municipalities) has been as follows:                         |                |
| Per pupil enrolled .....   | 7. 99          |
| Per pupil attending .....  | 15. 47         |

<sup>a</sup> Including every expense incurred within the last four years in connection with the acquisition of property by the insular government and with the erection and maintenance of school buildings.

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|  |          |
|--|----------|
| 38. Average cost of the common schools, not including special schools, to the municipalities (in addition to the above cost to the insular government) has been as follows: <i>a</i> |          |
| Per pupil enrolled.....  | \$2. 33  |
| Per pupil attending.....   | 4. 37    |
| 39. The monthly salary of teachers, as fixed by law, during the year 1902-3 has been as follows: <i>b</i>  |          |
| Rural teachers.....  | \$30. 00 |
| Graded teachers and teachers of English.....   | 50. 00   |
| Principal teachers.....  | 75. 00   |
| To all of which amounts are added an allowance for house rent, as follows:   |          |
| Rural teachers, not less than.....   | \$3. 00  |
| Graded and principal teachers and teachers of English, not less than.....  | 6. 00    |

### STATISTICAL TABLES.

- I. Actual enrollment of pupils on the last day of each month: by districts and by municipalities for the common schools; and the total enrollment in both common schools and special schools for the entire island; by color and sex distribution.
- II. Total number of pupils enrolled from the beginning of the year to the end of each month: by school districts, by municipalities, and total for the island distributed by color and sex for the common schools; the same for the special schools; and the total for the island for the special schools.
- III. Aggregate number of days' attendance: by school districts and by municipalities; total for the island for common schools, and also for the special schools.
- IV. Average number of pupils taught each day: by months, by school districts, by municipalities; and total average for the common schools; also the same for the special schools.
- V. Average number of days each school was kept: by school districts, by municipalities, and average for the whole island for common schools; and also for the special schools.
- VI. Average daily percent of attendance: by months, by school districts, by municipalities, and the total average for the island for the common schools; and also for the special schools.
- VII. Total enrollment, excluding reenrollments or duplicates: for common schools and for the special schools, and total for both common and special schools.
- VIII. Total and school population: by school districts, by municipalities; and per cent of school population enrolled as attending in the common schools; and per cent of school population attending at the end of the year: by school districts; and average age of all pupils attending during the year: by municipalities, and average age of all pupils attending the special schools.
- IX. Number of teachers employed: by months, by school districts, and by municipalities and total for the whole island; greatest number of different teachers employed during the year: by classes, by school districts, by municipalities, and by sex and color distribution; total number of teachers employed during the year: by classes, by school districts, and by municipalities, for common schools only.
- X. Number of schools open during each school month: by school districts, by municipalities, and total for the island; greatest number of schools open at any time during the year: by grades, by school teachers, by municipalities, and total for the island, for the common schools; number of schools open, by months and by classes, for special schools.
- XI. Number of buildings in use for schools: by school districts, by municipalities, and total for the island: classified as town and rural schools.
- XII. Expenses incurred by local school boards: by months during the fiscal year ending June 30, 1903: by school districts, by municipalities, and total for the island; and indebtedness of each school board in the several municipalities at the close of the fiscal year.

*a* The municipalities incurred practically no expense for the special schools.

*b* Special teachers as per special contract.



- XIII. Summary of school statistics, showing the number of schools open; number of teachers employed; number of pupils enrolled as attending at the end of each month; number of pupils enrolled from the beginning of the school year to the end of each school month, excluding duplicates; the average enrollment; average daily attendance; average number of days the schools were kept; aggregate number of days' attendance; average daily percent of attendance; total average daily attendance; average age of pupils enrolled; and cost of the schools to the municipalities: by months for the whole island and average for the year, also the same statistics for school districts, in the common schools, and the same for all the special schools.

# 44 REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO.

TABLE I.—Actual enrollment of pupils on the last day of each month; by districts and by schools and the special schools for the

| School district. | Municipality.        | October, 1902. |           |          |           |        |            |
|------------------|----------------------|----------------|-----------|----------|-----------|--------|------------|
|                  |                      | White.         |           | Colored. |           | Total. | Aggregate. |
|                  |                      | Males.         | Fe-males. | Males.   | Fe-males. |        |            |
| 1                | {Rio Piedras .....   | 203            | 136       | 127      | 81        | 547    | 2, 159     |
|                  | {San Juan .....      | 442            | 451       | 359      | 360       | 1, 612 |            |
| 2                | {Carolina .....      | 441            | 255       | 240      | 129       | 1, 065 | 2, 240     |
|                  | {Rio Grande .....    | 328            | 202       | 393      | 252       | 1, 175 |            |
| 3                | {Fajardo .....       | 348            | 281       | 152      | 134       | 915    | 1, 681     |
|                  | {Naguabo .....       | 127            | 95        | 62       | 45        | 329    |            |
|                  | {Vieques .....       | 158            | 109       | 107      | 63        | 437    |            |
| 4                | {Humacao .....       | 298            | 232       | 84       | 56        | 670    | 1, 931     |
|                  | {San Lorenzo .....   | 409            | 244       | 71       | 33        | 757    |            |
|                  | {Yabucoa .....       | 185            | 88        | 144      | 87        | 504    |            |
| 5                | {Aguas Buenas .....  | 121            | 81        | 39       | 15        | 256    | 2, 297     |
|                  | {Caguas .....        | 552            | 429       | 168      | 129       | 1, 278 |            |
|                  | {Cayey .....         | 380            | 195       | 129      | 59        | 763    |            |
| 6                | {Guayama .....       | 388            | 227       | 357      | 155       | 1, 127 | 1, 393     |
|                  | {Patillas .....      | 115            | 24        | 86       | 41        | 266    |            |
| 7                | {Aibonito .....      | 201            | 119       | 56       | 23        | 399    | 1, 649     |
|                  | {Barros .....        | 456            | 253       | 70       | 29        | 808    |            |
|                  | {Comerio .....       | 286            | 103       | 42       | 11        | 442    |            |
| 8                | {Coamo .....         | 331            | 223       | 258      | 153       | 965    | 1, 934     |
|                  | {Juana Diaz .....    | 280            | 178       | 193      | 131       | 782    |            |
|                  | {Santa Isabel .....  | 47             | 54        | 45       | 41        | 187    |            |
| 9                | Ponce .....          | 777            | 525       | 474      | 335       | 2, 111 | 2, 111     |
| 10               | {Lajas .....         | 297            | 163       | 49       | 29        | 538    | 2, 496     |
|                  | {Sabana Grande ..... | 245            | 197       | 135      | 98        | 675    |            |
|                  | {Yauco .....         | 475            | 434       | 216      | 158       | 1, 283 |            |
| 11               | {Cabo Rojo .....     | 394            | 269       | 97       | 39        | 799    | 1, 970     |
|                  | {Maricao .....       | 65             | 53        | 27       | 18        | 163    |            |
|                  | {San German .....    | 394            | 332       | 157      | 125       | 1, 008 |            |
| 12               | {Añasco .....        | 304            | 221       | 98       | 100       | 723    | 2, 565     |
|                  | {Las Marias .....    | 88             | 49        | 17       | 8         | 162    |            |
|                  | {Mayaguez .....      | 725            | 503       | 255      | 197       | 1, 680 |            |
| 13               | {Aguada .....        | 181            | 109       | 62       | 52        | 404    | 2, 371     |
|                  | {Aguadilla .....     | 696            | 353       | 147      | 128       | 1, 324 |            |
|                  | {San Sebastian ..... | 383            | 198       | 38       | 24        | 643    |            |
| 14               | {Camuy .....         | 845            | 356       | 70       | 29        | 1, 300 | 1, 920     |
|                  | {Isabela .....       | 361            | 184       | 37       | 38        | 620    |            |
| 15               | {Arecibo .....       | 700            | 494       | 326      | 256       | 1, 776 | 2, 324     |
|                  | {Lares .....         | 322            | 146       | 55       | 25        | 548    |            |
| 16               | {Adjuntas .....      | 207            | 149       | 22       | 22        | 400    | 1, 338     |
|                  | {Utüado .....        | 520            | 363       | 34       | 21        | 938    |            |
| 17               | {Ciales .....        | 248            | 147       | 32       | 15        | 442    | 1, 741     |
|                  | {Manatí .....        | 393            | 211       | 142      | 103       | 849    |            |
|                  | {Morovis .....       | 313            | 123       | 13       | 1         | 450    |            |
| 18               | {Toa Alta .....      | 408            | 285       | 127      | 124       | 944    | 2, 594     |
|                  | {Vega Baja .....     | 755            | 464       | 233      | 198       | 1, 650 |            |
| 19               | Bayamón .....        | 788            | 546       | 491      | 357       | 2, 182 | 2, 182     |
| Total .....      |                      | 16, 980        | 10, 853   | 6, 536   | 4, 527    | .....  | 38, 896    |

*municipalities for the common schools; and the total enrollment in both the common entire island; by color and sex distribution.*

| November, 1902. |               |          |               |        |                  | December, 1902. |               |          |               |        |                  |
|-----------------|---------------|----------|---------------|--------|------------------|-----------------|---------------|----------|---------------|--------|------------------|
| White.          |               | Colored. |               | Total. | Aggre-<br>gate.  | White.          |               | Colored. |               | Total. | Aggre-<br>gate.  |
| Males.          | Fe-<br>males. | Males.   | Fe-<br>males. |        |                  | Males.          | Fe-<br>males. | Males.   | Fe-<br>males. |        |                  |
| 174             | 103           | 115      | 79            | 471    | 2, 087           | 226             | 134           | 130      | 88            | 578    | 2, 185           |
| 442             | 467           | 352      | 355           | 1, 616 |                  | 438             | 465           | 348      | 356           | 1, 607 |                  |
| 468             | 264           | 251      | 133           | 1, 116 |                  | 468             | 263           | 258      | 134           | 1, 123 |                  |
| 345             | 221           | 413      | 277           | 1, 256 | 2, 372           | 360             | 223           | 416      | 280           | 1, 279 | 2, 402           |
| 355             | 289           | 150      | 133           | 927    |                  | 360             | 290           | 151      | 125           | 926    |                  |
| 128             | 96            | 66       | 46            | 336    |                  | 151             | 110           | 72       | 51            | 384    |                  |
| 170             | 102           | 96       | 98            | 466    | 1, 729           | 171             | 96            | 105      | 99            | 471    | 1, 781           |
| 343             | 237           | 99       | 62            | 741    |                  | 338             | 237           | 100      | 60            | 735    |                  |
| 440             | 265           | 75       | 41            | 821    |                  | 443             | 283           | 81       | 37            | 844    |                  |
| 201             | 94            | 152      | 95            | 542    | 2, 104           | 222             | 110           | 164      | 103           | 599    | 2, 178           |
| 122             | 84            | 43       | 19            | 268    |                  | 127             | 92            | 44       | 16            | 279    |                  |
| 567             | 439           | 169      | 146           | 1, 321 |                  | 549             | 432           | 164      | 138           | 1, 283 |                  |
| 413             | 219           | 140      | 63            | 835    | 2, 424           | 391             | 214           | 145      | 64            | 814    | 2, 376           |
| 438             | 259           | 387      | 168           | 1, 252 |                  | 457             | 257           | 411      | 179           | 1, 304 |                  |
| 126             | 24            | 89       | 41            | 280    |                  | 129             | 24            | 92       | 42            | 287    |                  |
| 197             | 126           | 58       | 24            | 405    | 1, 532           | 190             | 130           | 61       | 24            | 405    | 1, 591           |
| 480             | 263           | 65       | 29            | 837    |                  | 464             | 268           | 63       | 31            | 826    |                  |
| 293             | 120           | 41       | 10            | 464    |                  | 290             | 117           | 43       | 10            | 460    |                  |
| 388             | 239           | 283      | 164           | 1, 074 | 1, 706           | 388             | 243           | 284      | 172           | 1, 087 | 1, 691           |
| 300             | 190           | 201      | 138           | 829    |                  | 302             | 196           | 209      | 147           | 854    |                  |
| 80              | 67            | 55       | 53            | 255    |                  | 86              | 69            | 63       | 60            | 278    |                  |
| 807             | 569           | 509      | 364           | 2, 249 | 2, 249           | 802             | 562           | 510      | 354           | 2, 228 | 2, 228           |
| 307             | 168           | 50       | 29            | 554    |                  | 313             | 168           | 50       | 29            | 560    |                  |
| 270             | 218           | 144      | 108           | 740    |                  | 268             | 219           | 144      | 106           | 737    |                  |
| 502             | 449           | 234      | 162           | 1, 347 | 2, 641           | 521             | 449           | 228      | 166           | 1, 364 | 2, 661           |
| 411             | 280           | 115      | 43            | 849    |                  | 417             | 285           | 120      | 44            | 866    |                  |
| 67              | 52            | 27       | 18            | 164    |                  | 68              | 53            | 27       | 18            | 166    |                  |
| 403             | 345           | 165      | 128           | 1, 041 | 2, 054           | 423             | 368           | 166      | 133           | 1, 090 | 2, 122           |
| 318             | 235           | 104      | 99            | 756    |                  | 334             | 248           | 107      | 103           | 792    |                  |
| 78              | 44            | 12       | 9             | 143    |                  | 102             | 60            | 11       | 9             | 182    |                  |
| 750             | 530           | 263      | 178           | 1, 721 | 2, 620           | 751             | 539           | 261      | 178           | 1, 729 | 2, 703           |
| 184             | 116           | 65       | 56            | 421    |                  | 189             | 115           | 66       | 56            | 426    |                  |
| 756             | 376           | 159      | 133           | 1, 424 |                  | 793             | 402           | 161      | 135           | 1, 491 |                  |
| 406             | 200           | 41       | 28            | 672    | 2, 517           | 412             | 206           | 44       | 31            | 693    | 2, 610           |
| 896             | 373           | 74       | 28            | 1, 371 |                  | 930             | 390           | 80       | 30            | 1, 430 |                  |
| 372             | 187           | 36       | 40            | 635    |                  | 395             | 196           | 33       | 42            | 666    |                  |
| 735             | 514           | 336      | 268           | 1, 853 | 2, 006           | 743             | 540           | 344      | 284           | 1, 911 | 2, 096           |
| 349             | 157           | 57       | 25            | 588    |                  | 377             | 164           | 56       | 24            | 621    |                  |
| 213             | 152           | 18       | 19            | 402    |                  | 214             | 155           | 18       | 19            | 406    |                  |
| 558             | 386           | 31       | 22            | 997    | 1, 399           | 611             | 415           | 36       | 23            | 1, 085 | 1, 491           |
| 287             | 167           | 39       | 18            | 511    |                  | 330             | 190           | 50       | 23            | 593    |                  |
| 409             | 271           | 144      | 115           | 939    |                  | 407             | 288           | 142      | 116           | 953    |                  |
| 332             | 129           | 16       | 1             | 478    | 1, 928           | 368             | 124           | 16       | 1             | 509    | 2, 055           |
| 497             | 320           | 141      | 134           | 1, 092 |                  | 513             | 325           | 151      | 135           | 1, 124 |                  |
| 771             | 478           | 237      | 203           | 1, 689 |                  | 778             | 485           | 243      | 200           | 1, 706 |                  |
| 838             | 615           | 497      | 378           | 2, 328 | 2, 781<br>2, 328 | 864             | 640           | 507      | 405           | 2, 416 | 2, 830<br>2, 416 |
| 17, 983         | 11, 499       | 6, 814   | 4, 780        | .....  | 41, 076          | 18, 473         | 11, 839       | 6, 975   | 4, 880        | .....  | 42, 167          |

# 46      REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO.

TABLE 1.—*Actual enrollment of pupils on the last day of each month; by districts and by schools and the special schools for the entire*

| School district. | Municipality.         | October, 1902. |          |          |          |        |            |
|------------------|-----------------------|----------------|----------|----------|----------|--------|------------|
|                  |                       | White.         |          | Colored. |          | Total. | Aggregate. |
|                  |                       | Males.         | Females. | Males.   | Females. |        |            |
|                  | SPECIAL SCHOOLS.      |                |          |          |          |        |            |
|                  | Normal school.....    | 40             | 69       | 3        | 15       | 127    | 127        |
|                  | Model school.....     |                |          |          |          |        |            |
|                  | High schools:         |                |          |          |          |        |            |
|                  | Fajardo.....          | 39             | 33       | 9        | 10       | 91     |            |
|                  | Mayaguez.....         | 39             | 38       | 4        | 4        | 85     |            |
|                  | Ponce.....            | 98             | 132      | 17       | 39       | 286    |            |
|                  | San Juan.....         | 169            | 75       | 28       | 13       | 285    |            |
|                  | Industrial schools:   |                |          |          |          |        | 747        |
|                  | Mayaguez.....         |                |          |          |          |        |            |
|                  | Ponce.....            | 13             | 6        | 18       | 26       | 63     |            |
|                  | San Juan.....         |                |          |          |          |        |            |
|                  | Night schools:        |                |          |          |          |        | 63         |
|                  | Aguadilla.....        |                |          |          |          |        |            |
|                  | Albonito.....         | 12             | 4        | 8        | 2        | 26     |            |
|                  | Barros.....           |                |          |          |          |        |            |
|                  | Bayamón.....          |                |          |          |          |        |            |
|                  | Caguas.....           | 49             |          | 20       |          | 69     |            |
|                  | Camuy.....            |                |          |          |          |        |            |
|                  | Carolina.....         | 19             | 5        | 8        |          | 32     |            |
|                  | Cayey.....            | 23             |          | 6        |          | 29     |            |
|                  | Coamo.....            | 12             | 4        | 16       | 7        | 39     |            |
|                  | Comerio.....          | 17             |          | 6        |          | 23     |            |
|                  | Fajardo.....          | 5              |          | 38       | 12       | 55     |            |
|                  | Humacao.....          |                |          |          |          |        |            |
|                  | Juana Díaz.....       | 12             | 3        | 23       | 9        | 47     |            |
|                  | Lajas.....            |                |          |          |          |        |            |
|                  | Mayaguez.....         | 28             |          | 16       |          | 44     |            |
|                  | Ponce.....            | 32             | 8        | 25       | 12       | 77     |            |
|                  | Rio Grande.....       | 11             | 9        | 96       | 5        | 121    |            |
|                  | Sabana Grande.....    | 32             |          | 8        |          | 40     |            |
|                  | San German.....       | 8              |          | 16       |          | 24     |            |
|                  | San Juan.....         | 93             | 37       | 20       | 14       | 164    |            |
|                  | San Lorenzo.....      | 24             |          | 2        |          | 26     |            |
|                  | San Sebastián.....    | 32             | 3        | 17       | 3        | 55     |            |
|                  | Santa Isabel.....     |                |          |          |          |        |            |
|                  | Utua.....             | 25             | 9        | 5        | 4        | 43     |            |
|                  | Vega Baja.....        |                |          |          |          |        |            |
|                  | Yauco.....            | 17             | 6        | 52       | 15       | 90     |            |
|                  | Kindergarten schools: |                |          |          |          |        | 1,004      |
|                  | Añasco.....           |                |          |          |          |        |            |
|                  | Bayamón.....          | 11             | 16       | 10       | 5        | 42     |            |
|                  | Cayey.....            | 15             | 25       | 2        | 4        | 46     |            |
|                  | Lajas.....            |                |          |          |          |        |            |
|                  | Ponce.....            | 15             | 17       | 8        | 3        | 43     |            |
|                  | Rio Piedras.....      | 25             | 19       | 10       |          | 54     |            |
|                  | San Juan.....         | 11             | 10       | 9        | 11       | 41     |            |
|                  | Total.....            | 926            | 528      | 500      | 213      |        | 226        |
|                  |                       |                |          |          |          |        | 2,167      |



TABLE I.—*Actual enrollment of pupils on the last day of each month; by districts and by schools and the special schools for the entire*

| School district. | Municipality.        | January, 1903. |           |          |           |        |            |
|------------------|----------------------|----------------|-----------|----------|-----------|--------|------------|
|                  |                      | White.         |           | Colored. |           | Total. | Aggregate. |
|                  |                      | Males.         | Fe-males. | Males.   | Fe-males. |        |            |
| 1                | {Rio Piedras .....   | 255            | 165       | 146      | 92        | 658    | 2, 232     |
|                  | {San Juan .....      | 431            | 466       | 326      | 351       | 1, 574 |            |
| 2                | {Carolina .....      | 460            | 278       | 254      | 137       | 1, 129 | 2, 408     |
|                  | {Rio Grande .....    | 365            | 226       | 415      | 273       | 1, 279 |            |
| 3                | {Fajardo .....       | 339            | 277       | 137      | 137       | 890    | 1, 722     |
|                  | {Naguado .....       | 147            | 112       | 73       | 44        | 376    |            |
|                  | {Vieques .....       | 167            | 86        | 102      | 101       | 456    |            |
| 4                | {Humacao .....       | 394            | 252       | 117      | 63        | 826    | 2, 270     |
|                  | {San Lorenzo .....   | 430            | 274       | 84       | 41        | 829    |            |
|                  | {Yabucoa .....       | 236            | 126       | 157      | 96        | 615    |            |
| 5                | {Agua8 Buenas .....  | 128            | 102       | 43       | 19        | 292    | 2, 483     |
|                  | {Caguas .....        | 540            | 434       | 166      | 147       | 1, 287 |            |
|                  | {Cayey .....         | 429            | 243       | 157      | 75        | 904    |            |
| 6                | {Guayama .....       | 469            | 262       | 403      | 177       | 1, 311 | 1, 616     |
|                  | {Patillas .....      | 142            | 29        | 94       | 40        | 305    |            |
| 7                | {Aibonito .....      | 197            | 138       | 65       | 24        | 424    | 1, 832     |
|                  | {Barros .....        | 517            | 298       | 69       | 29        | 913    |            |
|                  | {Comerio .....       | 315            | 130       | 40       | 10        | 495    |            |
| 8                | {Coamo .....         | 392            | 246       | 289      | 169       | 1, 096 | 2, 258     |
|                  | {Juana Diaz .....    | 309            | 206       | 208      | 150       | 873    |            |
|                  | {Santa Isabel .....  | 89             | 71        | 69       | 60        | 289    |            |
| 9                | Ponce .....          | 850            | 613       | 518      | 350       | 2, 331 | 2, 331     |
| 10               | {Lajas .....         | 306            | 170       | 43       | 28        | 547    | 2, 672     |
|                  | {Sabana Grande ..... | 283            | 221       | 143      | 107       | 754    |            |
|                  | {Yauco .....         | 522            | 463       | 225      | 161       | 1, 371 |            |
| 11               | {Cabo Rojo .....     | 408            | 279       | 119      | 41        | 847    | 2, 158     |
|                  | {Maricao .....       | 81             | 51        | 25       | 22        | 179    |            |
|                  | {San German .....    | 451            | 380       | 165      | 136       | 1, 132 |            |
| 12               | {Añasco .....        | 313            | 259       | 98       | 106       | 776    | 2, 881     |
|                  | {Las Marias .....    | 176            | 110       | 26       | 27        | 339    |            |
|                  | {Mayaguez .....      | 766            | 562       | 256      | 182       | 1, 766 |            |
| 13               | {Aguada .....        | 184            | 115       | 62       | 49        | 410    | 2, 711     |
|                  | {Aguadilla .....     | 816            | 413       | 160      | 142       | 1, 531 |            |
|                  | {San Sebastian ..... | 444            | 253       | 44       | 29        | 770    |            |
| 14               | {Camuy .....         | 954            | 384       | 83       | 28        | 1, 449 | 2, 227     |
|                  | {Isabela .....       | 443            | 233       | 47       | 55        | 778    |            |
| 15               | {Arecibo .....       | 762            | 584       | 356      | 298       | 2, 000 | 2, 779     |
|                  | {Lares .....         | 475            | 211       | 74       | 18        | 779    |            |
| 16               | {Adjuntas .....      | 247            | 177       | 16       | 19        | 459    | 1, 664     |
|                  | {Utua8o .....        | 697            | 444       | 40       | 24        | 1, 205 |            |
| 17               | {Ciales .....        | 408            | 237       | 53       | 27        | 725    | 2, 255     |
|                  | {Manati .....        | 406            | 307       | 146      | 135       | 994    |            |
|                  | {Morovis .....       | 373            | 139       | 23       | 1         | 536    |            |
| 18               | {Toa Alta .....      | 525            | 319       | 153      | 130       | 1, 127 | 2, 881     |
|                  | {Vega Baja .....     | 805            | 504       | 238      | 207       | 1, 754 |            |
| 19               | Bayamón .....        | 916            | 705       | 519      | 436       | 2, 576 | 2, 576     |
|                  | Total .....          | 19, 363        | 12, 554   | 7, 046   | 4, 993    | .....  | 43, 956    |

*municipalities for the common schools; and the total enrollment in both the common island; by color and sex distribution—Continued.*

| February, 1903. |              |          |               |        |                 | March, 1903. |               |          |               |        |                 |
|-----------------|--------------|----------|---------------|--------|-----------------|--------------|---------------|----------|---------------|--------|-----------------|
| White.          |              | Colored. |               | Total. | Aggre-<br>gate. | White.       |               | Colored. |               | Total. | Aggre-<br>gate. |
| Males.          | Fe<br>males. | Males.   | Fe-<br>males. |        |                 | Males.       | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 |
| 245             | 159          | 138      | 90            | 632    | 2, 279          | 256          | 163           | 147      | 93            | 659    | 2, 308          |
| 454             | 462          | 353      | 378           | 1, 647 |                 | 461          | 464           | 354      | 370           | 1, 649 |                 |
| 454             | 280          | 251      | 146           | 1, 131 |                 | 459          | 282           | 267      | 146           | 1, 154 |                 |
| 371             | 221          | 419      | 274           | 1, 285 | 2, 416          | 359          | 226           | 401      | 265           | 1, 251 | 2, 405          |
| 347             | 282          | 135      | 140           | 904    |                 | 317          | 282           | 132      | 129           | 890    |                 |
| 183             | 139          | 94       | 59            | 475    |                 | 219          | 156           | 97       | 62            | 534    |                 |
| 176             | 97           | 117      | 105           | 495    | 1, 874          | 179          | 105           | 118      | 101           | 503    | 1, 927          |
| 382             | 254          | 110      | 60            | 806    |                 | 378          | 244           | 100      | 56            | 778    |                 |
| 450             | 303          | 85       | 41            | 879    |                 | 462          | 302           | 90       | 47            | 901    | 2, 340          |
| 232             | 140          | 176      | 113           | 661    | 2, 346          | 230          | 134           | 179      | 118           | 661    |                 |
| 137             | 104          | 40       | 16            | 297    |                 | 137          | 97            | 38       | 16            | 288    |                 |
| 578             | 460          | 192      | 158           | 1, 388 | 2, 639          | 580          | 444           | 200      | 162           | 1, 386 | 2, 849          |
| 455             | 254          | 162      | 83            | 954    |                 | 571          | 312           | 192      | 100           | 1, 175 |                 |
| 465             | 267          | 407      | 176           | 1, 315 |                 | 474          | 272           | 443      | 186           | 1, 375 |                 |
| 163             | 32           | 91       | 40            | 326    | 1, 641          | 176          | 40            | 108      | 45            | 369    | 1, 744          |
| 200             | 136          | 64       | 26            | 426    |                 | 258          | 189           | 80       | 38            | 565    |                 |
| 536             | 306          | 67       | 33            | 942    |                 | 605          | 371           | 77       | 37            | 1, 090 | 2, 223          |
| 331             | 135          | 45       | 11            | 522    | 1, 890          | 353          | 156           | 46       | 13            | 568    |                 |
| 393             | 248          | 286      | 172           | 1, 099 |                 | 480          | 341           | 314      | 178           | 1, 313 |                 |
| 548             | 229          | 222      | 151           | 950    | 2, 366          | 352          | 234           | 211      | 151           | 948    | 2, 670          |
| 89              | 78           | 86       | 64            | 317    |                 | 137          | 107           | 97       | 68            | 409    |                 |
| 860             | 605          | 517      | 353           | 2, 335 |                 | 1, 103       | 842           | 650      | 474           | 3, 069 | 3, 069          |
| 296             | 168          | 43       | 28            | 535    | 2, 631          | 290          | 169           | 39       | 26            | 524    |                 |
| 274             | 218          | 143      | 107           | 742    |                 | 271          | 213           | 140      | 107           | 731    |                 |
| 515             | 462          | 221      | 156           | 1, 354 |                 | 522          | 464           | 223      | 157           | 1, 366 | 2, 621          |
| 404             | 277          | 117      | 43            | 841    | 2, 185          | 409          | 277           | 115      | 43            | 844    |                 |
| 97              | 57           | 35       | 26            | 215    |                 | 103          | 62            | 36       | 25            | 226    |                 |
| 457             | 376          | 163      | 133           | 1, 129 |                 | 461          | 376           | 166      | 136           | 1, 139 | 2, 209          |
| 328             | 265          | 96       | 101           | 790    | 2, 932          | 321          | 273           | 97       | 107           | 798    |                 |
| 219             | 133          | 32       | 31            | 415    |                 | 215          | 131           | 41       | 30            | 417    |                 |
| 760             | 552          | 241      | 174           | 1, 727 |                 | 749          | 562           | 241      | 167           | 1, 719 | 2, 934          |
| 193             | 122          | 61       | 53            | 429    | 2, 793          | 183          | 118           | 42       | 43            | 386    |                 |
| 811             | 405          | 160      | 133           | 1, 509 |                 | 788          | 401           | 152      | 130           | 1, 471 |                 |
| 490             | 283          | 50       | 32            | 855    |                 | 494          | 289           | 52       | 31            | 866    | 2, 723          |
| 988             | 383          | 83       | 27            | 1, 481 | 2, 255          | 990          | 378           | 84       | 28            | 1, 480 |                 |
| 438             | 234          | 47       | 55            | 774    |                 | 428          | 226           | 48       | 56            | 758    |                 |
| 769             | 598          | 363      | 299           | 2, 029 | 2, 851          | 777          | 596           | 351      | 304           | 2, 028 | 2, 846          |
| 499             | 231          | 74       | 18            | 822    |                 | 504          | 229           | 67       | 18            | 818    |                 |
| 338             | 235          | 18       | 16            | 607    | 1, 937          | 438          | 303           | 22       | 14            | 777    |                 |
| 786             | 472          | 43       | 29            | 1, 330 |                 | 959          | 553           | 39       | 27            | 1, 578 | 2, 355          |
| 422             | 254          | 52       | 28            | 756    |                 | 505          | 286           | 51       | 28            | 870    |                 |
| 436             | 346          | 136      | 141           | 1, 059 | 2, 364          | 448          | 368           | 138      | 141           | 1, 095 | 2, 514          |
| 376             | 144          | 27       | 2             | 549    |                 | 371          | 145           | 30       | 3             | 549    |                 |
| 537             | 330          | 165      | 132           | 1, 164 |                 | 561          | 350           | 166      | 139           | 1, 216 |                 |
| 820             | 506          | 235      | 217           | 1, 778 | 2, 942          | 874          | 564           | 245      | 226           | 1, 909 | 3, 125          |
| 961             | 731          | 510      | 439           | 2, 641 |                 | 986          | 758           | 517      | 448           | 2, 709 |                 |
| 20, 063         | 12, 973      | 7, 172   | 5, 109        | .....  | 45, 317         | 21, 223      | 13, 854       | 7, 443   | 5, 289        | .....  | 47, 809         |

50 REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO.

TABLE I.—Actual enrollment of pupils on the last day of each month; by districts and by schools and the special schools for the entire

| School district. | Municipality.         | January, 1903. |           |          |           |        |            |
|------------------|-----------------------|----------------|-----------|----------|-----------|--------|------------|
|                  |                       | White.         |           | Colored. |           | Total. | Aggregate. |
|                  |                       | Males.         | Fe-males. | Males.   | Fe-males. |        |            |
|                  | SPECIAL SCHOOLS.      |                |           |          |           |        |            |
|                  | Normal school .....   | 49             | 69        | 2        | 12        | 132    | 132        |
|                  | Model school .....    |                |           |          |           |        |            |
|                  | High schools:         |                |           |          |           |        |            |
|                  | Fajardo .....         | 36             | 28        | 7        | 10        | 81     |            |
|                  | Mayaguez .....        | 36             | 44        | 3        | 6         | 89     |            |
|                  | Ponce .....           | 105            | 147       | 22       | 44        | 318    |            |
|                  | San Juan .....        | 170            | 86        | 28       | 17        | 301    |            |
|                  | Industrial schools:   |                |           |          |           |        | 789        |
|                  | Mayaguez .....        | 22             | 21        | 14       | 10        | 67     |            |
|                  | Ponce .....           | 15             | 10        | 14       | 21        | 60     |            |
|                  | San Juan .....        | 27             | 24        | 3        | 2         | 56     |            |
|                  | Night schools:        |                |           |          |           |        | 183        |
|                  | Aguadilla .....       | 45             | 0         | 33       | 0         | 78     |            |
|                  | Aibonito .....        | 11             | 7         | 13       | 4         | 35     |            |
|                  | Barros .....          | 6              | 3         | 2        | 2         | 13     |            |
|                  | Bayamón .....         | 48             | 5         | 43       | 0         | 96     |            |
|                  | Caguas .....          | 29             | 0         | 16       | 0         | 45     |            |
|                  | Camuy .....           | 33             | 0         | 2        | 0         | 35     |            |
|                  | Carolina .....        | 14             | 2         | 7        | 0         | 23     |            |
|                  | Cayey .....           | 18             | 7         | 18       | 4         | 47     |            |
|                  | Coamo .....           | 15             | 5         | 19       | 6         | 45     |            |
|                  | Comerio .....         | 11             | 0         | 6        | 0         | 17     |            |
|                  | Fajardo .....         | 5              | 0         | 30       | 4         | 39     |            |
|                  | Humacao .....         | 17             | 0         | 8        | 0         | 25     |            |
|                  | Juana Díaz .....      | 13             | 2         | 23       | 9         | 47     |            |
|                  | Lajas .....           | 23             | 3         | 4        | 0         | 30     |            |
|                  | Mayaguez .....        | 39             | 9         | 14       | 1         | 63     |            |
|                  | Ponce .....           | 67             | 57        | 45       | 40        | 209    |            |
|                  | Río Grande .....      | 6              | 8         | 65       | 4         | 83     |            |
|                  | Sabana Grande .....   | 36             | 15        | 11       | 5         | 67     |            |
|                  | San Germán .....      | 27             | 0         | 6        | 0         | 33     |            |
|                  | San Juan .....        | 73             | 59        | 18       | 15        | 165    |            |
|                  | San Lorenzo .....     | 42             | 5         | 5        | 0         | 52     |            |
|                  | San Sebastián .....   | 21             | 6         | 10       | 3         | 40     |            |
|                  | Santa Isabel .....    | 2              | 0         | 36       | 5         | 43     |            |
|                  | Utua .....            | 26             | 14        | 2        | 3         | 45     |            |
|                  | Vega Baja .....       | 31             | 0         | 27       | 0         | 58     |            |
|                  | Yauco .....           | 50             | 27        | 65       | 31        | 173    |            |
|                  | Kindergarten schools: |                |           |          |           |        | 1,606      |
|                  | Añasco .....          | 14             | 3         | 1        | 5         | 23     |            |
|                  | Bayamón .....         | 18             | 21        | 9        | 7         | 55     |            |
|                  | Cayey .....           | 16             | 23        | 2        | 4         | 45     |            |
|                  | Lajas .....           | 21             | 14        | 4        | 3         | 42     |            |
|                  | Ponce .....           | 21             | 22        | 9        | 5         | 57     |            |
|                  | Río Piedras .....     | 22             | 16        | 10       | 2         | 50     |            |
|                  | San Juan .....        | 39             | 50        | 20       | 27        | 136    |            |
|                  | Total .....           | 1,319          | 812       | 676      | 311       |        | 408        |
|                  |                       |                |           |          |           |        | 3,118      |



municipalities for the common schools; and the total enrollment in both the common island; by color and sex distribution—Continued.

| February, 1903. |               |          |               |        |                 | March, 1903. |               |          |               |        |                 |
|-----------------|---------------|----------|---------------|--------|-----------------|--------------|---------------|----------|---------------|--------|-----------------|
| White.          |               | Colored. |               | Total. | Aggre-<br>gate. | White.       |               | Colored. |               | Total. | Aggre-<br>gate. |
| Males.          | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 | Males.       | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 |
| 54              | 74            | 2        | 12            | 142    | 142             | 49           | 70            | 2        | 12            | 133    | 133             |
| 15              | 17            | 4        | 5             | 41     | 41              | 17           | 19            | 5        | 5             | 46     | 46              |
| 35              | 28            | 7        | 9             | 79     |                 | 36           | 27            | 7        | 8             | 78     |                 |
| 31              | 39            | 2        | 4             | 76     |                 | 35           | 42            | 1        | 6             | 84     |                 |
| 110             | 150           | 22       | 45            | 327    |                 | 121          | 176           | 22       | 46            | 365    |                 |
| 172             | 84            | 29       | 16            | 301    |                 | 172          | 80            | 28       | 16            | 296    |                 |
|                 |               |          |               |        | 783             |              |               |          |               |        | 823             |
| 20              | 19            | 13       | 9             | 61     |                 | 19           | 21            | 14       | 11            | 65     |                 |
| 15              | 15            | 17       | 27            | 74     |                 | 14           | 16            | 18       | 27            | 75     |                 |
| 29              | 23            | 2        | 2             | 56     |                 | 32           | 21            | 2        | 2             | 62     |                 |
|                 |               |          |               |        | 191             |              |               |          |               |        | 202             |
| 43              | 0             | 29       | 0             | 72     |                 | 50           | 3             | 31       | 7             | 91     |                 |
| 10              | 7             | 13       | 5             | 35     |                 | 7            | 7             | 13       | 4             | 31     |                 |
| 7               | 7             | 7        | 2             | 23     |                 | 6            | 8             | 7        | 2             | 23     |                 |
| 43              | 3             | 45       | 0             | 91     |                 | 38           | 2             | 33       | 0             | 73     |                 |
| 22              | 0             | 10       | 0             | 32     |                 | 34           | 0             | 13       | 0             | 47     |                 |
| 32              | 0             | 2        | 0             | 34     |                 | 32           | 0             | 1        | 0             | 33     |                 |
| 14              | 2             | 6        | 0             | 22     |                 | 16           | 2             | 6        | 0             | 24     |                 |
| 17              | 9             | 18       | 7             | 51     |                 | 16           | 9             | 17       | 10            | 52     |                 |
| 15              | 5             | 18       | 8             | 46     |                 | 11           | 9             | 14       | 9             | 43     |                 |
| 13              | 0             | 6        | 0             | 19     |                 | 12           | 0             | 6        | 0             | 18     |                 |
| 6               | 1             | 30       | 7             | 44     |                 | 6            | 0             | 35       | 12            | 53     |                 |
| 17              | 0             | 8        | 0             | 25     |                 | 19           | 0             | 6        | 0             | 25     |                 |
| 12              | 2             | 21       | 5             | 40     |                 | 14           | 1             | 21       | 4             | 40     |                 |
| 16              | 1             | 3        | 0             | 20     |                 | 17           | 2             | 3        | 0             | 22     |                 |
| 35              | 9             | 16       | 1             | 61     |                 | 33           | 9             | 18       | 1             | 61     |                 |
| 69              | 54            | 45       | 40            | 208    |                 | 62           | 43            | 40       | 37            | 182    |                 |
| 7               | 8             | 72       | 4             | 91     |                 | 7            | 8             | 74       | 4             | 93     |                 |
| 41              | 14            | 11       | 5             | 71     |                 | 37           | 11            | 9        | 2             | 59     |                 |
| 27              | 0             | 6        | 0             | 33     |                 | 31           | 0             | 8        | 0             | 39     |                 |
| 63              | 45            | 16       | 11            | 135    |                 | 70           | 43            | 15       | 9             | 137    |                 |
| 38              | 12            | 9        | 1             | 60     |                 | 38           | 13            | 11       | 3             | 65     |                 |
| 26              | 5             | 10       | 3             | 44     |                 | 22           | 6             | 12       | 3             | 43     |                 |
| 2               | 2             | 33       | 4             | 41     |                 | 2            | 3             | 24       | 4             | 33     |                 |
| 30              | 15            | 0        | 4             | 49     |                 | 25           | 14            | 1        | 4             | 44     |                 |
| (a)             | (a)           | (a)      | (a)           | (a)    |                 | (a)          | (a)           | (a)      | (a)           | (a)    |                 |
| 45              | 27            | 59       | 29            | 160    |                 | 48           | 32            | 62       | 28            | 170    |                 |
|                 |               |          |               |        | 1,507           |              |               |          |               |        | 1,501           |
| (a)             | (a)           | (a)      | (a)           | (a)    |                 | (a)          | (a)           | (a)      | (a)           | (a)    |                 |
| 18              | 21            | 9        | 7             | 55     |                 | 19           | 23            | 10       | 9             | 61     |                 |
| 16              | 25            | 1        | 4             | 46     |                 | 14           | 26            | 1        | 4             | 45     |                 |
| 23              | 14            | 5        | 3             | 45     |                 | 24           | 16            | 5        | 1             | 46     |                 |
| 21              | 22            | 9        | 5             | 57     |                 | 21           | 22            | 10       | 6             | 59     |                 |
| 22              | 13            | 9        | 2             | 46     |                 | 22           | 14            | 7        | 2             | 45     |                 |
| 41              | 47            | 18       | 27            | 133    |                 | 44           | 50            | 18       | 26            | 138    |                 |
|                 |               |          |               |        | 382             |              |               |          |               |        | 394             |
| 1,272           | 819           | 642      | 313           | .....  | 3,046           | 1,292        | 853           | 630      | 324           | .....  | 3,099           |

<sup>a</sup>School closed.

TABLE I.—*Actual enrollment of pupils on the last day of each month; by districts and by schools and the special schools for the entire*

| School district. | Municipality.        | April, 1903. |           |          |           |        |            |
|------------------|----------------------|--------------|-----------|----------|-----------|--------|------------|
|                  |                      | White.       |           | Colored. |           | Total. | Aggregate. |
|                  |                      | Males.       | Fe-males. | Males.   | Fe-males. |        |            |
| 1                | {Rio Piedras .....   | 273          | 163       | 153      | 106       | 695    | 2, 349     |
|                  | {San Juan .....      | 444          | 462       | 368      | 380       | 1, 654 |            |
| 2                | {Carolina .....      | 467          | 272       | 265      | 150       | 1, 154 | 2, 463     |
|                  | {Rio Grande .....    | 379          | 249       | 414      | 267       | 1, 309 |            |
| 3                | {Fajardo .....       | 341          | 284       | 131      | 124       | 880    | 1, 922     |
|                  | {Naguado .....       | 221          | 146       | 100      | 62        | 529    |            |
|                  | {Vieques .....       | 181          | 109       | 117      | 106       | 513    | 2, 408     |
| 4                | {Humacao .....       | 376          | 239       | 102      | 55        | 772    |            |
|                  | {San Lorenzo .....   | 452          | 295       | 80       | 48        | 875    | 2, 873     |
|                  | {Yabucoa .....       | 242          | 151       | 225      | 143       | 761    |            |
| 5                | {Agua8 Buenas .....  | 137          | 91        | 41       | 14        | 283    | 2, 873     |
|                  | {Caguas .....        | 568          | 446       | 198      | 157       | 1, 369 |            |
|                  | {Cayey .....         | 578          | 323       | 208      | 112       | 1, 221 | 2, 873     |
| 6                | {Guayama .....       | 445          | 258       | 418      | 192       | 1, 313 |            |
|                  | {Patillas .....      | 169          | 41        | 110      | 48        | 368    | 1, 681     |
| 7                | {Aibonito .....      | 271          | 197       | 77       | 39        | 584    |            |
|                  | {Barros .....        | 668          | 424       | 93       | 54        | 1, 239 | 2, 414     |
|                  | {Comerio .....       | 371          | 163       | 44       | 13        | 591    |            |
| 8                | {Coamo .....         | 481          | 342       | 305      | 178       | 1, 306 | 2, 732     |
|                  | {Juana Diaz .....    | 349          | 229       | 217      | 146       | 941    |            |
|                  | {Santa Isabel .....  | 160          | 131       | 107      | 87        | 485    | 3, 049     |
| 9                | {Ponce .....         | 1, 109       | 822       | 647      | 471       | 3, 049 |            |
| 10               | {Lajas .....         | 291          | 168       | 40       | 26        | 525    | 2, 604     |
|                  | {Sabana Grande ..... | 268          | 206       | 134      | 105       | 713    |            |
|                  | {Yauco .....         | 520          | 471       | 217      | 158       | 1, 366 | 2, 214     |
| 11               | {Cabo Rojo .....     | 407          | 282       | 115      | 46        | 844    |            |
|                  | {Maricao .....       | 104          | 66        | 36       | 25        | 231    | 2, 214     |
|                  | {San German .....    | 456          | 385       | 161      | 137       | 1, 139 |            |
| 12               | {Añasco .....        | 314          | 276       | 94       | 103       | 787    | 2, 941     |
|                  | {Las Marias .....    | 210          | 135       | 42       | 31        | 418    |            |
|                  | {Mayaguez .....      | 749          | 590       | 235      | 162       | 1, 736 | 2, 753     |
| 13               | {Aguada .....        | 184          | 112       | 43       | 39        | 378    |            |
|                  | {Aguadilla .....     | 798          | 425       | 152      | 136       | 1, 511 | 2, 247     |
|                  | {San Sebastian ..... | 489          | 289       | 53       | 33        | 864    |            |
| 14               | {Camuy .....         | 959          | 378       | 79       | 25        | 1, 441 | 2, 247     |
|                  | {Isabela .....       | 459          | 248       | 44       | 55        | 806    |            |
| 15               | {Arecibo .....       | 765          | 602       | 352      | 305       | 2, 024 | 2, 820     |
|                  | {Lares .....         | 494          | 221       | 62       | 19        | 796    |            |
| 16               | {Adjuntas .....      | 445          | 311       | 22       | 13        | 791    | 2, 419     |
|                  | {Utuaao .....        | 962          | 592       | 39       | 35        | 1, 628 |            |
| 17               | {Ciales .....        | 512          | 282       | 48       | 28        | 870    | 2, 481     |
|                  | {Manati .....        | 438          | 366       | 133      | 141       | 1, 078 |            |
|                  | {Morovis .....       | 365          | 144       | 22       | 2         | 533    | 3, 074     |
| 18               | {Toa Alta .....      | 530          | 347       | 167      | 135       | 1, 179 |            |
|                  | {Vega Baja .....     | 867          | 553       | 244      | 231       | 1, 895 | 2, 681     |
| 19               | {Bayamón .....       | 976          | 767       | 498      | 440       | 2, 681 |            |
|                  | Total .....          | 21, 244      | 14, 053   | 7, 452   | 5, 376    | .....  | 48, 125    |

*municipalities for the common schools; and the total enrollment in both the common island; by color and sex distribution—Continued.*

| May, 1903. |               |          |               |        |                 | June, 1903. |               |          |               |        |                 |
|------------|---------------|----------|---------------|--------|-----------------|-------------|---------------|----------|---------------|--------|-----------------|
| White.     |               | Colored. |               | Total. | Aggre-<br>gate. | White.      |               | Colored. |               | Total. | Aggre-<br>gate. |
| Males.     | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 | Males.      | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 |
| 260        | 158           | 144      | 106           | 668    | 2, 310          | 252         | 156           | 144      | 100           | 652    | 2, 233          |
| 438        | 460           | 373      | 371           | 1, 642 |                 | 417         | 443           | 364      | 357           | 1, 581 |                 |
| 444        | 270           | 254      | 144           | 1, 112 | 2, 422          | 439         | 264           | 246      | 141           | 1, 090 | 2, 361          |
| 375        | 253           | 414      | 268           | 1, 310 |                 | 369         | 247           | 392      | 263           | 1, 271 |                 |
| 340        | 289           | 127      | 121           | 877    | 1, 889          | 336         | 286           | 127      | 120           | 869    | 1, 863          |
| 218        | 137           | 97       | 62            | 514    |                 | 207         | 142           | 97       | 58            | 504    |                 |
| 172        | 108           | 118      | 100           | 498    | 2, 405          | 163         | 102           | 119      | 106           | 490    | 2, 387          |
| 374        | 227           | 102      | 55            | 758    |                 | 370         | 224           | 100      | 56            | 750    |                 |
| 447        | 288           | 79       | 51            | 865    | 2, 878          | 449         | 287           | 81       | 50            | 867    | 2, 824          |
| 243        | 154           | 235      | 150           | 782    |                 | 235         | 154           | 236      | 145           | 770    |                 |
| 128        | 83            | 50       | 18            | 279    | 2, 700          | 127         | 82            | 42       | 18            | 269    | 1, 590          |
| 565        | 436           | 218      | 161           | 1, 380 |                 | 553         | 410           | 224      | 166           | 1, 353 |                 |
| 568        | 324           | 213      | 114           | 1, 219 | 1, 650          | 566         | 317           | 201      | 118           | 1, 202 | 2, 375          |
| 441        | 252           | 398      | 190           | 1, 281 |                 | 428         | 233           | 382      | 182           | 1, 225 |                 |
| 173        | 39            | 108      | 49            | 369    | 2, 417          | 172         | 39            | 105      | 49            | 365    |                 |
| 276        | 192           | 76       | 39            | 583    |                 | 270         | 187           | 76       | 37            | 570    | 2, 668          |
| 674        | 417           | 95       | 61            | 1, 247 | 2, 700          | 647         | 416           | 95       | 61            | 1, 219 |                 |
| 368        | 162           | 44       | 13            | 587    |                 | 370         | 161           | 42       | 13            | 586    | 3, 041          |
| 472        | 334           | 303      | 176           | 1, 285 | 3, 037          | 457         | 329           | 297      | 174           | 1, 257 |                 |
| 340        | 224           | 215      | 150           | 929    |                 | 340         | 220           | 210      | 147           | 917    | 2, 546          |
| 168        | 129           | 103      | 86            | 486    | 2, 576          | 172         | 129           | 105      | 88            | 494    |                 |
| 1, 109     | 814           | 643      | 471           | 3, 037 |                 | 1, 106      | 820           | 641      | 474           | 3, 041 | 2, 094          |
| 284        | 172           | 42       | 30            | 528    | 2, 164          | 283         | 171           | 42       | 30            | 526    |                 |
| 264        | 204           | 131      | 105           | 704    |                 | 265         | 203           | 132      | 103           | 703    | 2, 869          |
| 511        | 464           | 211      | 158           | 1, 344 | 2, 942          | 500         | 452           | 208      | 157           | 1, 317 |                 |
| 399        | 277           | 109      | 45            | 830    |                 | 389         | 272           | 108      | 41            | 810    | 2, 701          |
| 95         | 65            | 31       | 26            | 217    | 2, 732          | 89          | 64            | 27       | 25            | 205    |                 |
| 446        | 374           | 161      | 136           | 1, 117 |                 | 431         | 360           | 156      | 132           | 1, 079 | 2, 208          |
| 309        | 270           | 94       | 105           | 778    | 2, 811          | 295         | 266           | 91       | 104           | 756    |                 |
| 217        | 136           | 46       | 37            | 436    |                 | 208         | 123           | 46       | 33            | 410    | 2, 695          |
| 735        | 590           | 237      | 166           | 1, 728 | 2, 242          | 721         | 586           | 239      | 157           | 1, 703 |                 |
| 184        | 114           | 41       | 39            | 378    | 2, 781          | 185         | 109           | 42       | 43            | 379    | 2, 274          |
| 789        | 422           | 145      | 142           | 1, 498 |                 | 779         | 402           | 145      | 138           | 1, 464 |                 |
| 491        | 283           | 51       | 31            | 856    | 2, 393          | 496         | 280           | 51       | 31            | 858    | 2, 409          |
| 964        | 381           | 82       | 26            | 1, 453 |                 | 954         | 381           | 82       | 25            | 1, 442 |                 |
| 452        | 242           | 41       | 54            | 789    | 2, 452          | 441         | 233           | 40       | 52            | 766    | 3, 112          |
| 743        | 601           | 350      | 301           | 1, 995 |                 | 708         | 581           | 344      | 290           | 1, 923 |                 |
| 481        | 223           | 62       | 20            | 786    | 2, 393          | 467         | 221           | 62       | 22            | 772    | 2, 596          |
| 439        | 305           | 23       | 15            | 782    |                 | 415         | 288           | 23       | 15            | 741    |                 |
| 956        | 579           | 41       | 35            | 1, 611 | 2, 452          | 919         | 542           | 40       | 32            | 1, 533 |                 |
| 499        | 281           | 50       | 28            | 858    |                 | 484         | 283           | 50       | 28            | 845    | 3, 112          |
| 448        | 360           | 128      | 137           | 1, 073 | 3, 110          | 437         | 355           | 126      | 136           | 1, 054 |                 |
| 358        | 140           | 21       | 2             | 521    |                 | 349         | 138           | 21       | 2             | 510    | 46, 846         |
| 531        | 357           | 167      | 139           | 1, 194 | 2, 616          | 525         | 357           | 170      | 137           | 1, 189 |                 |
| 880        | 558           | 243      | 235           | 1, 916 |                 | 887         | 548           | 248      | 240           | 1, 923 |                 |
| 957        | 751           | 484      | 424           | 2, 616 |                 | 947         | 739           | 484      | 426           | 2, 596 |                 |
| 21, 025    | 13, 899       | 7, 400   | 5, 392        | .....  | 47, 716         | 20, 619     | 13, 602       | 7, 303   | 5, 322        | .....  | 46, 846         |

TABLE I.—*Actual enrollment of pupils on the last day of each month; by districts and by schools and the special schools for the entire*

| School district. | Municipality.          | April, 1903.     |                  |                  |                  |                  |            |
|------------------|------------------------|------------------|------------------|------------------|------------------|------------------|------------|
|                  |                        | White.           |                  | Colored.         |                  | Total.           | Aggregate. |
|                  |                        | Males.           | Fe-males.        | Males.           | Fe-males.        |                  |            |
|                  | SPECIAL SCHOOLS.       |                  |                  |                  |                  |                  |            |
|                  | Normal school .....    | 45               | 64               | 2                | 11               | 122              | 122        |
|                  | Model school .....     | 16               | 21               | 5                | 5                | 47               | 47         |
|                  | High schools:          |                  |                  |                  |                  |                  |            |
|                  | Fajardo .....          | 35               | 27               | 6                | 7                | 75               |            |
|                  | Mayaguez .....         | 33               | 46               | 1                | 8                | 88               |            |
|                  | Ponce .....            | 122              | 174              | 21               | 41               | 358              |            |
|                  | San Juan .....         | 169              | 77               | 28               | 16               | 290              |            |
|                  | Industrial schools:    |                  |                  |                  |                  |                  | 811        |
|                  | Mayaguez .....         | 19               | 21               | 14               | 10               | 64               |            |
|                  | Ponce .....            | 20               | 17               | 19               | 28               | 84               |            |
|                  | San Juan .....         | 28               | 23               | 2                | 2                | 55               |            |
|                  | Night schools:         |                  |                  |                  |                  |                  | 203        |
|                  | Aguadilla .....        | 45               | 15               | 29               | 9                | 98               |            |
|                  | Aibonito .....         | 8                | 8                | 14               | 0                | 30               |            |
|                  | Barros .....           | 8                | 6                | 7                | 2                | 23               |            |
|                  | Bayamón .....          | 29               | 0                | 36               | 0                | 65               |            |
|                  | Caguas .....           | 36               | 0                | 12               | 0                | 48               |            |
|                  | Camuy .....            | 35               | 0                | 2                | 0                | 37               |            |
|                  | Carolina, <sup>a</sup> | ( <sup>a</sup> ) | ( <sup>a</sup> ) | ( <sup>a</sup> ) | ( <sup>a</sup> ) | ( <sup>a</sup> ) |            |
|                  | Cayey .....            | 14               | 9                | 16               | 13               | 52               |            |
|                  | Coamo .....            | 9                | 5                | 14               | 9                | 37               |            |
|                  | Comerio .....          | 14               | 0                | 8                | 0                | 22               |            |
|                  | Fajardo .....          | 6                | 0                | 36               | 10               | 52               |            |
|                  | Humacao .....          | 19               | 0                | 6                | 0                | 25               |            |
|                  | Juana Díaz .....       | 16               | 2                | 20               | 4                | 42               |            |
|                  | Lajas .....            | 14               | 4                | 3                | 1                | 22               |            |
|                  | Mayaguez .....         | 35               | 9                | 15               | 1                | 60               |            |
|                  | Ponce .....            | 61               | 51               | 40               | 46               | 198              |            |
|                  | Rio Grande .....       | 7                | 8                | 71               | 4                | 90               |            |
|                  | Sabana Grande .....    | 39               | 11               | 14               | 1                | 65               |            |
|                  | San German .....       | 21               | 0                | 6                | 0                | 27               |            |
|                  | San Juan .....         | 52               | 37               | 12               | 7                | 108              |            |
|                  | San Lorenzo .....      | 37               | 13               | 9                | 3                | 62               |            |
|                  | San Sebastian .....    | 25               | 6                | 15               | 1                | 47               |            |
|                  | Santa Isabel .....     | 2                | 8                | 23               | 11               | 44               |            |
|                  | Utua .....             | 25               | 13               | 1                | 4                | 43               |            |
|                  | Vega Baja .....        |                  |                  |                  |                  |                  |            |
|                  | Yauco .....            | 44               | 34               | 59               | 25               | 162              |            |
|                  | Kindergarten schools:  |                  |                  |                  |                  |                  | 1,459      |
|                  | Añasco .....           |                  |                  |                  |                  |                  |            |
|                  | Bayamón .....          | 20               | 23               | 9                | 9                | 61               |            |
|                  | Cayey .....            | 14               | 26               | 2                | 4                | 46               |            |
|                  | Lajas .....            | 23               | 15               | 7                | 1                | 46               |            |
|                  | Ponce .....            | 22               | 21               | 10               | 6                | 59               |            |
|                  | Rio Piedras .....      | 22               | 17               | 7                | 2                | 48               |            |
|                  | San Juan .....         | 42               | 50               | 17               | 27               | 136              |            |
|                  | Total .....            | 1,231            | 861              | 618              | 328              |                  | 3,038      |

<sup>a</sup> School closed.

*municipalities for the common schools; and the total enrollment in both the common island; by color and sex distribution—Continued.*

| May, 1903. |               |          |               |        |                 | June, 1903. |               |          |               |        |                 |
|------------|---------------|----------|---------------|--------|-----------------|-------------|---------------|----------|---------------|--------|-----------------|
| White.     |               | Colored. |               | Total. | Aggre-<br>gate. | White.      |               | Colored. |               | Total. | Aggre-<br>gate. |
| Males.     | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 | Males.      | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 |
| 45         | 63            | 2        | 11            | 121    | 121             | 44          | 60            | 2        | 11            | 117    | 117             |
| 17         | 21            | 6        | 5             | 49     | 49              | 17          | 21            | 6        | 5             | 49     | 49              |
| 31         | 26            | 5        | 7             | 69     |                 | 28          | 25            | 5        | 7             | 65     |                 |
| 35         | 44            | 1        | 8             | 88     |                 | 33          | 39            | 1        | 8             | 81     |                 |
| 120        | 175           | 21       | 40            | 356    |                 | 121         | 172           | 20       | 40            | 353    |                 |
| 166        | 78            | 27       | 14            | 285    | 798             | 161         | 76            | 27       | 14            | 278    | 777             |
| 19         | 18            | 13       | 7             | 57     |                 | 16          | 16            | 13       | 6             | 51     |                 |
| 25         | 21            | 17       | 31            | 94     |                 | 29          | 23            | 14       | 33            | 99     |                 |
| 25         | 26            | 2        | 2             | 55     | 206             | 20          | 26            | 2        | 2             | 50     | 200             |
| 34         | 10            | 28       | 8             | 80     |                 | 23          | 10            | 24       | 6             | 63     |                 |
| 8          | 8             | 12       | 2             | 30     |                 | 9           | 7             | 13       | 1             | 33     |                 |
| 6          | 5             | 7        | 2             | 20     |                 | 6           | 5             | 8        | 1             | 20     |                 |
| 28         | 0             | 36       | 0             | 64     |                 | 28          | 0             | 36       | 0             | 64     |                 |
| 30         | 0             | 9        | 0             | 39     |                 | 15          | 11            | 16       | 9             | 51     |                 |
| 34         | 0             | 1        | 0             | 35     |                 | 30          | 0             | 1        | 0             | 31     |                 |
| 8          | 8             | 17       | 13            | 46     |                 | 9           | 8             | 18       | 10            | 45     |                 |
| 8          | 6             | 11       | 9             | 34     |                 | 8           | 6             | 11       | 9             | 34     |                 |
| 14         | 0             | 10       | 0             | 24     |                 | 15          | 0             | 10       | 0             | 25     |                 |
| 7          | 0             | 40       | 8             | 55     |                 | 7           | 0             | 40       | 8             | 55     |                 |
| 19         | 0             | 6        | 0             | 25     |                 | 18          | 0             | 7        | 0             | 25     |                 |
| 15         | 1             | 16       | 8             | 40     |                 | 16          | 1             | 18       | 5             | 40     |                 |
| 14         | 4             | 3        | 1             | 22     |                 | 14          | 4             | 3        | 1             | 22     |                 |
| 38         | 9             | 17       | 1             | 65     |                 | 35          | 9             | 16       | 1             | 61     |                 |
| 54         | 46            | 39       | 39            | 178    |                 | 53          | 48            | 44       | 44            | 189    |                 |
| 6          | 8             | 69       | 4             | 87     |                 | 6           | 8             | 64       | 4             | 82     |                 |
| 34         | 13            | 9        | 0             | 56     |                 | 35          | 13            | 9        | 0             | 57     |                 |
| 19         | 0             | 6        | 9             | 25     |                 | 20          | 0             | 6        | 9             | 26     |                 |
| 65         | 61            | 15       | 7             | 148    |                 | 62          | 53            | 16       | 9             | 140    |                 |
| 40         | 20            | 8        | 3             | 71     |                 | 45          | 25            | 8        | 3             | 81     |                 |
| 22         | 4             | 14       | 1             | 41     |                 | 20          | 3             | 15       | 1             | 39     |                 |
| 4          | 7             | 20       | 12            | 43     |                 | 6           | 9             | 17       | 11            | 43     |                 |
| 28         | 14            | 4        | 4             | 50     |                 | 27          | 15            | 3        | 4             | 49     |                 |
| 47         | 31            | 59       | 24            | 161    | 1,439           | 49          | 31            | 58       | 24            | 162    | 1,437           |
| 15         | 24            | 8        | 9             | 56     |                 | 11          | 23            | 1        | 5             | 40     |                 |
| 12         | 23            | 1        | 2             | 38     |                 | 11          | 23            | 1        | 1             | 36     |                 |
| 19         | 19            | 6        | 1             | 45     |                 | 16          | 22            | 4        | 1             | 43     |                 |
| 22         | 20            | 10       | 6             | 58     |                 | 22          | 20            | 10       | 6             | 58     |                 |
| 23         | 16            | 7        | 2             | 48     |                 | 21          | 13            | 6        | 2             | 42     |                 |
| 42         | 47            | 17       | 27            | 133    | 378             | 42          | 47            | 17       | 27            | 133    | 352             |
| 1,198      | 876           | 599      | 318           | .....  | 2,991           | 1,148       | 872           | 590      | 322           | .....  | 2,932           |

TABLE II.—*Total number of pupils enrolled from the beginning of the year to the end of color and sex for the common schools; the same for the special*

| School district. | Municipality.        | October, 1902. |           |          |           |        |            |
|------------------|----------------------|----------------|-----------|----------|-----------|--------|------------|
|                  |                      | White.         |           | Colored. |           | Total. | Aggregate. |
|                  |                      | Males.         | Fe-males. | Males.   | Fe-males. |        |            |
| 1                | {Rio Piedras .....   | 203            | 138       | 127      | 81        | 549    | 2, 211     |
|                  | {San Juan .....      | 457            | 460       | 378      | 367       | 1, 662 |            |
| 2                | {Carolina .....      | 446            | 258       | 244      | 132       | 1, 080 | 2, 266     |
|                  | {Rio Grande .....    | 331            | 203       | 395      | 257       | 1, 186 |            |
| 3                | {Fajardo .....       | 366            | 285       | 156      | 137       | 944    | 1, 718     |
|                  | {Naguabo .....       | 129            | 95        | 63       | 45        | 332    |            |
|                  | {Vieques .....       | 159            | 110       | 109      | 64        | 442    |            |
| 4                | {Humacao .....       | 302            | 232       | 84       | 57        | 675    | 1, 957     |
|                  | {San Lorenzo .....   | 422            | 251       | 72       | 33        | 778    |            |
|                  | {Yabucoa .....       | 185            | 88        | 144      | 87        | 504    |            |
| 5                | {Aguas Buenas .....  | 127            | 84        | 39       | 16        | 266    | 2, 428     |
|                  | {Caguas .....        | 578            | 465       | 172      | 135       | 1, 350 |            |
|                  | {Cayey .....         | 395            | 224       | 129      | 64        | 812    |            |
| 6                | {Guayama .....       | 391            | 227       | 359      | 155       | 1, 132 | 1, 398     |
|                  | {Patillas .....      | 115            | 24        | 86       | 41        | 266    |            |
| 7                | {Aibonito .....      | 202            | 120       | 60       | 23        | 405    | 1, 726     |
|                  | {Barros .....        | 468            | 261       | 71       | 29        | 829    |            |
|                  | {Comerio .....       | 307            | 115       | 57       | 13        | 492    |            |
| 8                | {Coamo .....         | 339            | 226       | 264      | 158       | 987    | 1, 967     |
|                  | {Juana Diaz .....    | 286            | 179       | 194      | 132       | 791    |            |
|                  | {Santa Isabel .....  | 48             | 54        | 46       | 41        | 189    |            |
| 9                | {Ponce .....         | 835            | 559       | 532      | 371       | 2, 297 | 2, 297     |
| 10               | {Lajas .....         | 297            | 163       | 49       | 29        | 538    | 2, 526     |
|                  | {Sabana Grande ..... | 246            | 197       | 137      | 99        | 679    |            |
|                  | {Yauco .....         | 488            | 440       | 221      | 160       | 1, 309 |            |
| 11               | {Cabo Rojo .....     | 408            | 275       | 104      | 39        | 826    | 2, 014     |
|                  | {Maricao .....       | 70             | 54        | 27       | 20        | 171    |            |
|                  | {San German .....    | 398            | 335       | 157      | 127       | 1, 017 |            |
| 12               | {Añasco .....        | 307            | 223       | 103      | 103       | 736    | 2, 612     |
|                  | {Las Marias .....    | 98             | 57        | 17       | 10        | 182    |            |
|                  | {Mayaguez .....      | 731            | 506       | 257      | 200       | 1, 694 |            |
| 13               | {Aguada .....        | 186            | 109       | 62       | 52        | 409    | 2, 437     |
|                  | {Aguadilla .....     | 723            | 369       | 150      | 135       | 1, 377 |            |
|                  | {San Sebastian ..... | 388            | 199       | 40       | 24        | 651    |            |
| 14               | {Camuy .....         | 851            | 358       | 70       | 29        | 1, 308 | 1, 931     |
|                  | {Isabela .....       | 362            | 185       | 38       | 38        | 623    |            |
| 15               | {Arecibo .....       | 719            | 502       | 339      | 263       | 1, 823 | 2, 371     |
|                  | {Lares .....         | 322            | 146       | 55       | 25        | 548    |            |
| 16               | {Adjuntas .....      | 213            | 161       | 24       | 23        | 421    | 1, 373     |
|                  | {Utua .....          | 529            | 366       | 36       | 21        | 952    |            |
| 17               | {Ciales .....        | 258            | 151       | 32       | 15        | 456    | 1, 798     |
|                  | {Manati .....        | 400            | 212       | 148      | 105       | 865    |            |
|                  | {Morovis .....       | 325            | 135       | 14       | 3         | 477    |            |
| 18               | {Toa Alta .....      | 421            | 291       | 128      | 125       | 965    | 2, 680     |
|                  | {Vega Baja .....     | 789            | 476       | 243      | 207       | 1, 715 |            |
| 19               | {Bayamón .....       | 793            | 547       | 498      | 360       | 2, 198 | 2, 198     |
| Total .....      |                      | 17, 413        | 11, 115   | 6, 730   | 4, 650    | .....  | 39, 908    |

each month: by school districts, by municipalities, and total for the island distributed by schools; and the total for the island for the special schools.

| November, 1902. |               |          |               |        |                 | December, 1902. |               |          |               |        |                 |
|-----------------|---------------|----------|---------------|--------|-----------------|-----------------|---------------|----------|---------------|--------|-----------------|
| White.          |               | Colored. |               | Total. | Aggre-<br>gate. | White.          |               | Colored. |               | Total. | Aggre-<br>gate. |
| Males.          | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 | Males.          | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 |
| 213             | 142           | 134      | 91            | 580    | 2, 417          | 269             | 185           | 156      | 104           | 714    | 2, 631          |
| 521             | 517           | 412      | 387           | 1, 837 |                 | 549             | 542           | 428      | 398           | 1, 917 |                 |
| 483             | 276           | 261      | 139           | 1, 159 | 2, 455          | 506             | 291           | 272      | 147           | 1, 216 | 2, 574          |
| 351             | 227           | 428      | 290           | 1, 296 |                 | 382             | 230           | 449      | 297           | 1, 358 |                 |
| 400             | 307           | 161      | 144           | 1, 012 | 1, 963          | 419             | 322           | 165      | 148           | 1, 054 | 2, 098          |
| 153             | 115           | 72       | 52            | 392    |                 | 186             | 133           | 81       | 57            | 457    |                 |
| 205             | 129           | 124      | 101           | 559    | 2, 219          | 216             | 131           | 134      | 106           | 587    | 2, 376          |
| 362             | 253           | 102      | 63            | 780    |                 | 378             | 263           | 105      | 63            | 809    |                 |
| 474             | 288           | 83       | 42            | 887    | 2, 908          | 498             | 312           | 95       | 42            | 947    | 3, 077          |
| 205             | 98            | 153      | 96            | 552    |                 | 230             | 119           | 167      | 104           | 620    |                 |
| 149             | 108           | 47       | 23            | 327    | 1, 657          | 157             | 120           | 50       | 23            | 350    | 1, 771          |
| 659             | 545           | 198      | 161           | 1, 563 |                 | 691             | 589           | 204      | 168           | 1, 652 |                 |
| 494             | 285           | 159      | 80            | 1, 018 | 2, 285          | 518             | 300           | 171      | 86            | 1, 075 | 2, 422          |
| 478             | 287           | 428      | 182           | 1, 375 |                 | 513             | 304           | 463      | 200           | 1, 480 |                 |
| 127             | 24            | 90       | 41            | 282    | 1, 883          | 132             | 24            | 93       | 42            | 291    | 1, 961          |
| 219             | 138           | 66       | 24            | 447    |                 | 225             | 150           | 69       | 24            | 468    |                 |
| 517             | 285           | 74       | 30            | 906    | 2, 528          | 531             | 305           | 77       | 32            | 945    | 2, 596          |
| 323             | 137           | 57       | 13            | 530    |                 | 337             | 139           | 59       | 13            | 548    |                 |
| 402             | 251           | 307      | 174           | 1, 134 | 2, 850          | 416             | 260           | 317      | 186           | 1, 179 | 2, 927          |
| 317             | 198           | 210      | 146           | 871    |                 | 329             | 213           | 221      | 157           | 920    |                 |
| 88              | 74            | 62       | 56            | 280    | 2, 171          | 99              | 84            | 74       | 66            | 323    | 2, 326          |
| 901             | 618           | 593      | 416           | 2, 528 |                 | 923             | 631           | 617      | 425           | 2, 596 |                 |
| 317             | 169           | 50       | 31            | 567    | 3, 046          | 329             | 174           | 50       | 32            | 585    | 3, 322          |
| 274             | 227           | 148      | 111           | 760    |                 | 282             | 233           | 151      | 111           | 777    |                 |
| 575             | 498           | 263      | 187           | 1, 523 | 2, 767          | 602             | 506           | 265      | 192           | 1, 565 | 2, 973          |
| 438             | 295           | 127      | 44            | 904    |                 | 465             | 313           | 137      | 45            | 960    |                 |
| 75              | 56            | 28       | 20            | 179    | 2, 090          | 77              | 62            | 29       | 21            | 189    | 2, 217          |
| 420             | 360           | 171      | 137           | 1, 088 |                 | 459             | 389           | 182      | 147           | 1, 177 |                 |
| 355             | 254           | 116      | 106           | 831    | 2, 678          | 393             | 283           | 122      | 114           | 912    | 2, 812          |
| 113             | 71            | 18       | 12            | 214    |                 | 147             | 88            | 19       | 14            | 268    |                 |
| 836             | 620           | 303      | 242           | 2, 001 | 2, 767          | 898             | 662           | 322      | 260           | 2, 142 | 2, 973          |
| 201             | 119           | 67       | 59            | 446    |                 | 215             | 125           | 70       | 62            | 472    |                 |
| 860             | 432           | 175      | 157           | 1, 624 | 2, 090          | 932             | 475           | 187      | 165           | 1, 759 | 2, 217          |
| 417             | 206           | 45       | 29            | 697    |                 | 445             | 216           | 49       | 32            | 742    |                 |
| 928             | 390           | 74       | 31            | 1, 423 | 2, 678          | 979             | 419           | 80       | 33            | 1, 511 | 2, 812          |
| 392             | 195           | 39       | 41            | 667    |                 | 419             | 205           | 39       | 43            | 706    |                 |
| 809             | 585           | 388      | 302           | 2, 084 | 1, 543          | 829             | 619           | 397      | 325           | 2, 170 | 1, 673          |
| 354             | 158           | 57       | 25            | 594    |                 | 391             | 168           | 58       | 25            | 642    |                 |
| 236             | 190           | 25       | 23            | 474    | 2, 048          | 249             | 203           | 25       | 23            | 500    | 2, 259          |
| 594             | 413           | 37       | 25            | 1, 069 |                 | 655             | 448           | 44       | 26            | 1, 173 |                 |
| 303             | 180           | 41       | 19            | 543    | 2, 977          | 351             | 208           | 52       | 24            | 635    | 3, 139          |
| 428             | 282           | 152      | 121           | 983    |                 | 449             | 313           | 157      | 127           | 1, 046 |                 |
| 353             | 147           | 17       | 5             | 522    | 2, 485          | 401             | 155           | 17       | 5             | 578    | 2, 633          |
| 537             | 336           | 156      | 146           | 1, 175 |                 | 572             | 362           | 171      | 156           | 1, 261 |                 |
| 826             | 499           | 259      | 218           | 1, 802 | 2, 485          | 863             | 523           | 272      | 220           | 1, 878 | 47, 787         |
| 888             | 648           | 539      | 410           | 2, 485 |                 | 939             | 692           | 558      | 444           | 2, 633 |                 |
| 19, 570         | 12, 632       | 7, 516   | 5, 252        | .....  | 44, 970         | 20, 845         | 13, 488       | 7, 920   | 5, 534        | .....  | 47, 787         |

TABLE II.—*Total number of pupils enrolled from the beginning of the year to the end of color and sex for the common schools; the same for the special*

| School district. | Municipality.         | October, 1902. |          |          |          |        |            |
|------------------|-----------------------|----------------|----------|----------|----------|--------|------------|
|                  |                       | White.         |          | Colored. |          | Total. | Aggregate. |
|                  |                       | Males.         | Females. | Males.   | Females. |        |            |
|                  | SPECIAL SCHOOLS.      |                |          |          |          |        |            |
|                  | Normal school .....   | 41             | 69       | 3        | 16       | 129    | 129        |
|                  | Model school .....    |                |          |          |          |        |            |
|                  | High schools:         |                |          |          |          |        |            |
|                  | Fajardo .....         | 39             | 33       | 9        | 10       | 91     |            |
|                  | Mayaguez .....        | 40             | 38       | 4        | 4        | 86     |            |
|                  | Ponce .....           | 99             | 133      | 18       | 45       | 295    |            |
|                  | San Juan .....        | 175            | 81       | 29       | 13       | 298    |            |
|                  | Industrial schools:   |                |          |          |          |        | 770        |
|                  | Mayaguez .....        |                |          |          |          |        |            |
|                  | Ponce .....           | 16             | 8        | 23       | 33       | 80     |            |
|                  | San Juan .....        |                |          |          |          |        |            |
|                  | Night schools:        |                |          |          |          |        | 80         |
|                  | Aguadilla .....       |                |          |          |          |        |            |
|                  | Aibonito .....        | 12             | 4        | 8        | 2        | 26     |            |
|                  | Barros .....          |                |          |          |          |        |            |
|                  | Bayamon .....         |                |          |          |          |        |            |
|                  | Caguas .....          | 49             |          | 20       |          | 69     |            |
|                  | Camuy .....           |                |          |          |          |        |            |
|                  | Carolina .....        | 20             | 5        | 11       |          | 36     |            |
|                  | Cayey .....           | 23             |          | 6        |          | 29     |            |
|                  | Coamo .....           | 12             | 4        | 16       | 7        | 39     |            |
|                  | Comerio .....         | 17             |          | 6        |          | 23     |            |
|                  | Fajardo .....         | 5              |          | 38       | 12       | 55     |            |
|                  | Humacao .....         |                |          |          |          |        |            |
|                  | Juana Diaz .....      | 12             | 3        | 23       | 9        | 47     |            |
|                  | Lajas .....           |                |          |          |          |        |            |
|                  | Mayaguez .....        | 34             |          | 28       |          | 62     |            |
|                  | Ponce .....           | 42             | 17       | 33       | 16       | 108    |            |
|                  | Rio Grande .....      | 12             | 9        | 107      | 5        | 133    |            |
|                  | Sabana Grande .....   | 32             |          | 8        |          | 40     |            |
|                  | San German .....      | 8              |          | 19       |          | 27     |            |
|                  | San Juan .....        | 93             | 37       | 20       | 14       | 164    |            |
|                  | San Lorenzo .....     | 24             |          | 2        |          | 26     |            |
|                  | San Sebastian .....   | 32             | 3        | 17       | 3        | 55     |            |
|                  | Santa Isabel .....    |                |          |          |          |        |            |
|                  | Utua .....            | 37             | 10       | 9        | 4        | 60     |            |
|                  | Vega Baja .....       |                |          |          |          |        |            |
|                  | Yauco .....           | 17             | 6        | 52       | 15       | 90     |            |
|                  | Kindergarten schools: |                |          |          |          |        | 1,089      |
|                  | Añasco .....          |                |          |          |          |        |            |
|                  | Bayamón .....         | 11             | 16       | 10       | 5        | 42     |            |
|                  | Cayey .....           | 15             | 25       | 2        | 4        | 46     |            |
|                  | Lajas .....           |                |          |          |          |        |            |
|                  | Ponce .....           | 16             | 19       | 8        | 4        | 47     |            |
|                  | Rio Piedras .....     | 26             | 22       | 11       | 1        | 60     |            |
|                  | San Juan .....        | 12             | 12       | 9        | 11       | 44     |            |
|                  | Total .....           | 971            | 554      | 549      | 233      |        | 2,307      |



each month; by school districts, by municipalities, and total for the island distributed by schools; and the total for the island for the special schools—Continued.

| November, 1902. |               |          |               |        |                 | December, 1902. |               |          |               |        |                 |
|-----------------|---------------|----------|---------------|--------|-----------------|-----------------|---------------|----------|---------------|--------|-----------------|
| White.          |               | Colored. |               | Total. | Aggre-<br>gate. | White.          |               | Colored. |               | Total. | Aggre-<br>gate. |
| Males.          | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 | Males.          | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 |
| 47              | 70            | 3        | 16            | 136    | 136             | 47              | 70            | 3        | 16            | 136    | 136             |
| 42              | 33            | 9        | 10            | 94     | 855             | 42              | 33            | 9        | 10            | 94     | 900             |
| 44              | 44            | 6        | 7             | 101    |                 | 47              | 44            | 6        | 7             | 104    |                 |
| 119             | 149           | 20       | 46            | 334    |                 | 124             | 162           | 23       | 55            | 364    |                 |
| 189             | 90            | 31       | 16            | 326    |                 | 195             | 95            | 32       | 16            | 338    |                 |
| 23              | 17            | 14       | 13            | 67     | 200             | 25              | 22            | 14       | 15            | 76     | 225             |
| 16              | 8             | 24       | 34            | 82     |                 | 19              | 12            | 26       | 34            | 91     |                 |
| 26              | 23            | 2        | 0             | 51     |                 | 27              | 29            | 2        | 0             | 58     |                 |
| 62              | 0             | 48       | 0             | 110    |                 | 69              | 0             | 54       | 0             | 123    |                 |
| 22              | 10            | 13       | 5             | 50     | 1,927           | 25              | 14            | 13       | 5             | 57     | 2,296           |
| 25              | 5             | 19       | 5             | 54     |                 | 27              | 9             | 22       | 6             | 64     |                 |
| 64              | 0             | 30       | 0             | 94     |                 | 31              | 26            | 11       | 5             | 73     |                 |
| 38              | 0             | 3        | 0             | 41     |                 | 64              | 0             | 30       | 0             | 94     |                 |
| 22              | 5             | 14       | 1             | 42     |                 | 44              | 0             | 4        | 0             | 48     |                 |
| 36              | 0             | 19       | 0             | 55     |                 | 26              | 6             | 14       | 1             | 47     |                 |
| 18              | 7             | 20       | 10            | 55     |                 | 45              | 0             | 24       | 0             | 69     |                 |
| 28              | 0             | 6        | 0             | 34     |                 | 18              | 8             | 22       | 10            | 58     |                 |
| 5               | 0             | 39       | 12            | 56     |                 | 31              | 0             | 6        | 0             | 37     |                 |
| 12              | 3             | 29       | 9             | 53     |                 | 5               | 0             | 41       | 12            | 58     |                 |
| 57              | 9             | 39       | 1             | 106    |                 | 15              | 3             | 32       | 11            | 61     |                 |
| 53              | 33            | 40       | 18            | 144    |                 | 28              | 0             | 6        | 0             | 34     |                 |
| 13              | 9             | 120      | 5             | 147    |                 | 57              | 9             | 39       | 1             | 106    |                 |
| 48              | 12            | 21       | 3             | 84     |                 | 61              | 41            | 45       | 22            | 169    |                 |
| 8               | 0             | 22       | 0             | 30     |                 | 13              | 9             | 123      | 5             | 150    |                 |
| 125             | 78            | 26       | 21            | 250    |                 | 56              | 20            | 23       | 6             | 105    |                 |
| 29              | 0             | 2        | 0             | 31     |                 | 17              | 0             | 22       | 0             | 39     |                 |
| 36              | 3             | 18       | 4             | 61     |                 | 135             | 89            | 29       | 26            | 279    |                 |
| 8               | 0             | 45       | 3             | 56     |                 | 53              | 5             | 6        | 0             | 64     |                 |
| 42              | 15            | 9        | 4             | 70     |                 | 45              | 3             | 22       | 6             | 76     |                 |
| 57              | 0             | 34       | 0             | 91     |                 | 8               | 0             | 45       | 6             | 59     |                 |
| 69              | 25            | 83       | 36            | 213    |                 | 48              | 15            | 9        | 4             | 76     |                 |
| 10              | 7             | 3        | 3             | 23     | 392             | 60              | 0             | 40       | 0             | 100    | 442             |
| 16              | 22            | 13       | 11            | 62     |                 | 75              | 33            | 98       | 44            | 250    |                 |
| 18              | 28            | 2        | 4             | 52     |                 | 11              | 7             | 3        | 4             | 25     |                 |
| 17              | 19            | 8        | 5             | 49     |                 | 19              | 25            | 13       | 11            | 68     |                 |
| 27              | 23            | 12       | 2             | 64     | 392             | 18              | 28            | 2        | 5             | 53     | 442             |
| 40              | 53            | 19       | 30            | 142    |                 | 15              | 8             | 3        | 0             | 26     |                 |
|                 |               |          |               |        |                 | 23              | 21            | 8        | 5             | 57     |                 |
|                 |               |          |               |        |                 | 27              | 25            | 12       | 2             | 66     |                 |
|                 |               |          |               |        | 392             | 40              | 57            | 20       | 30            | 147    | 442             |
| 1,511           | 830           | 865      | 334           | .....  | 3,510           | 1,735           | 928           | 956      | 380           | .....  | 3,999           |

TABLE II.—*Total number of pupils enrolled from the beginning of the year to the end of color and sex for the common schools; the same for the special*

| School district. | Municipality.        | January, 1903. |           |          |           |        |            |
|------------------|----------------------|----------------|-----------|----------|-----------|--------|------------|
|                  |                      | White.         |           | Colored. |           | Total. | Aggregate. |
|                  |                      | Males.         | Fe-males. | Males.   | Fe-males. |        |            |
| 1                | {Rio Piedras .....   | 325            | 233       | 178      | 113       | 849    | 2, 910     |
|                  | {San Juan .....      | 596            | 584       | 451      | 430       | 2, 061 |            |
| 2                | {Carolina .....      | 552            | 345       | 297      | 176       | 1, 370 | 2, 831     |
|                  | {Rio Grande .....    | 414            | 258       | 472      | 317       | 1, 461 |            |
| 3                | {Fajardo .....       | 438            | 343       | 172      | 168       | 1, 121 | 2, 232     |
|                  | {Naguabo .....       | 200            | 144       | 87       | 61        | 492    |            |
|                  | {Vieques .....       | 228            | 141       | 137      | 113       | 619    | 2, 611     |
| 4                | {Humacao .....       | 451            | 292       | 128      | 69        | 940    |            |
|                  | {San Lorenzo .....   | 524            | 330       | 109      | 48        | 1, 011 | 3, 408     |
|                  | {Yabucoa .....       | 249            | 136       | 169      | 106       | 660    |            |
| 5                | {Aguas Buenas .....  | 168            | 137       | 53       | 27        | 385    | 1, 930     |
|                  | {Caguas .....        | 731            | 645       | 224      | 185       | 1, 785 |            |
|                  | {Cayey .....         | 588            | 346       | 200      | 104       | 1, 238 | 2, 216     |
| 6                | {Guayama .....       | 556            | 342       | 492      | 224       | 1, 614 |            |
|                  | {Patillas .....      | 146            | 29        | 97       | 44        | 316    | 2, 560     |
| 7                | {Aibonito .....      | 246            | 177       | 77       | 26        | 526    |            |
|                  | {Barros .....        | 615            | 358       | 86       | 37        | 1, 096 | 2, 825     |
|                  | {Comerio .....       | 368            | 154       | 59       | 13        | 594    |            |
| 8                | {Coamo .....         | 439            | 271       | 332      | 187       | 1, 229 | 2, 560     |
|                  | {Juana Diaz .....    | 350            | 239       | 229      | 167       | 985    |            |
|                  | {Santa Isabel .....  | 108            | 86        | 84       | 68        | 316    | 3, 102     |
| 9                | Ponce .....          | 1, 019         | 696       | 655      | 455       | 2, 825 |            |
| 10               | {Lajas .....         | 340            | 182       | 51       | 33        | 606    | 2, 534     |
|                  | {Sabana Grande ..... | 307            | 244       | 158      | 115       | 824    |            |
|                  | {Yauco .....         | 636            | 557       | 276      | 203       | 1, 672 | 2, 534     |
| 11               | {Cabo Rojo .....     | 488            | 324       | 146      | 47        | 1, 005 |            |
|                  | {Maricao .....       | 106            | 79        | 36       | 30        | 251    | 3, 827     |
|                  | {San German .....    | 501            | 429       | 190      | 158       | 1, 278 |            |
| 12               | {Añasco .....        | 433            | 327       | 128      | 128       | 1, 016 | 3, 339     |
|                  | {Las Marias .....    | 238            | 150       | 36       | 32        | 456    |            |
|                  | {Mayaguez .....      | 977            | 747       | 346      | 285       | 2, 355 | 2, 515     |
| 13               | {Aguada .....        | 226            | 139       | 72       | 69        | 506    |            |
|                  | {Aguadilla .....     | 1, 000         | 523       | 200      | 188       | 1, 911 | 3, 237     |
|                  | {San Sebastian ..... | 533            | 290       | 57       | 42        | 922    |            |
| 14               | {Camuy .....         | 1, 069         | 453       | 91       | 37        | 1, 650 | 1, 951     |
|                  | {Isabela .....       | 493            | 258       | 54       | 60        | 865    |            |
| 15               | {Arecibo .....       | 877            | 684       | 418      | 353       | 2, 332 | 2, 630     |
|                  | {Lares .....         | 539            | 248       | 87       | 31        | 905    |            |
| 16               | {Adjuntas .....      | 300            | 248       | 26       | 25        | 599    | 3, 384     |
|                  | {Utua .....          | 763            | 511       | 50       | 28        | 1, 352 |            |
| 17               | {Ciales .....        | 449            | 262       | 60       | 29        | 800    | 2, 868     |
|                  | {Manatí .....        | 510            | 354       | 178      | 155       | 1, 197 |            |
|                  | {Morovis .....       | 424            | 180       | 24       | 5         | 633    | 3, 384     |
| 18               | {Toa Alta .....      | 620            | 394       | 187      | 165       | 1, 366 |            |
|                  | {Vega Baja .....     | 928            | 567       | 286      | 237       | 2, 018 | 52, 910    |
| 19               | Bayamón .....        | 1, 009         | 778       | 598      | 483       | 2, 868 |            |
|                  | Total .....          | 23, 077        | 15, 214   | 8, 543   | 6, 076    | .....  | 52, 910    |

each month: by school districts, by municipalities, and total for the island distributed by schools; and the total for the island for the special schools—Continued.

| February, 1903. |               |          |               |        |                 | March, 1903. |               |          |               |        |                 |
|-----------------|---------------|----------|---------------|--------|-----------------|--------------|---------------|----------|---------------|--------|-----------------|
| White.          |               | Colored. |               | Total. | Aggre-<br>gate. | White.       |               | Colored. |               | Total. | Aggre-<br>gate. |
| Males.          | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 | Males.       | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 |
| 349             | 254           | 192      | 124           | 919    | 3, 273          | 388          | 284           | 222      | 141           | 1, 035 | 3, 500          |
| 674             | 655           | 514      | 511           | 2, 354 |                 | 711          | 691           | 533      | 530           | 2, 465 |                 |
| 582             | 363           | 310      | 189           | 1, 444 |                 | 615          | 381           | 335      | 200           | 1, 531 |                 |
| 440             | 266           | 494      | 336           | 1, 536 | 2, 980          | 454          | 278           | 511      | 347           | 1, 590 | 3, 121          |
| 470             | 372           | 186      | 185           | 1, 213 |                 | 494          | 389           | 198      | 197           | 1, 278 |                 |
| 257             | 191           | 110      | 85            | 643    |                 | 309          | 218           | 121      | 96            | 744    |                 |
| 249             | 160           | 159      | 120           | 688    | 2, 544          | 259          | 171           | 162      | 121           | 713    | 2, 735          |
| 474             | 304           | 135      | 72            | 985    |                 | 498          | 314           | 136      | 76            | 1, 024 |                 |
| 567             | 375           | 113      | 49            | 1, 104 |                 | 604          | 396           | 120      | 57            | 1, 177 | 2, 965          |
| 264             | 156           | 194      | 128           | 742    | 2, 831          | 273          | 158           | 200      | 133           | 764    |                 |
| 182             | 144           | 55       | 27            | 408    |                 | 186          | 148           | 58       | 29            | 421    |                 |
| 804             | 715           | 263      | 213           | 1, 995 | 3, 739          | 841          | 737           | 281      | 229           | 2, 088 | 4, 114          |
| 647             | 364           | 213      | 112           | 1, 336 |                 | 777          | 443           | 251      | 134           | 1, 605 |                 |
| 613             | 375           | 559      | 260           | 1, 807 |                 | 682          | 401           | 634      | 287           | 2, 004 | 2, 402          |
| 167             | 32            | 97       | 45            | 341    | 2, 148          | 184          | 40            | 119      | 55            | 398    |                 |
| 264             | 190           | 83       | 31            | 568    |                 | 330          | 250           | 100      | 45            | 725    |                 |
| 656             | 385           | 88       | 42            | 1, 171 | 2, 367          | 769          | 475           | 101      | 49            | 1, 394 | 2, 827          |
| 389             | 161           | 64       | 14            | 628    |                 | 440          | 182           | 70       | 16            | 708    |                 |
| 451             | 279           | 336      | 191           | 1, 257 |                 | 620          | 415           | 429      | 254           | 1, 718 |                 |
| 417             | 274           | 254      | 175           | 1, 120 | 2, 782          | 485          | 312           | 289      | 209           | 1, 295 | 3, 569          |
| 123             | 100           | 105      | 77            | 405    |                 | 194          | 145           | 128      | 89            | 556    |                 |
| 1, 045          | 710           | 666      | 471           | 2, 892 |                 | 1, 309       | 971           | 811      | 606           | 3, 697 |                 |
| 344             | 188           | 52       | 33            | 617    | 3, 176          | 351          | 195           | 52       | 33            | 631    | 3, 266          |
| 311             | 258           | 165      | 119           | 833    |                 | 316          | 261           | 168      | 124           | 869    |                 |
| 646             | 575           | 281      | 204           | 1, 706 |                 | 669          | 598           | 291      | 208           | 1, 766 |                 |
| 499             | 334           | 147      | 49            | 1, 029 | 2, 678          | 516          | 344           | 152      | 50            | 1, 062 | 2, 815          |
| 129             | 95            | 47       | 36            | 307    |                 | 149          | 109           | 53       | 39            | 350    |                 |
| 527             | 447           | 205      | 163           | 1, 342 |                 | 548          | 467           | 216      | 172           | 1, 403 |                 |
| 481             | 355           | 134      | 133           | 1, 103 | 4, 160          | 516          | 401           | 150      | 154           | 1, 221 | 4, 451          |
| 306             | 187           | 44       | 36            | 573    |                 | 324          | 203           | 54       | 36            | 617    |                 |
| 1, 033          | 795           | 360      | 296           | 2, 484 |                 | 1, 086       | 843           | 375      | 309           | 2, 613 |                 |
| 241             | 158           | 78       | 75            | 552    | 3, 576          | 248          | 167           | 81       | 80            | 576    | 3, 743          |
| 1, 033          | 544           | 207      | 193           | 1, 977 |                 | 1, 084       | 568           | 215      | 203           | 2, 070 |                 |
| 600             | 337           | 64       | 46            | 1, 047 |                 | 627          | 355           | 68       | 47            | 1, 097 |                 |
| 1, 153          | 488           | 94       | 40            | 1, 775 | 2, 658          | 1, 176       | 498           | 95       | 41            | 1, 810 | 2, 708          |
| 503             | 264           | 55       | 61            | 883    |                 | 513          | 267           | 56       | 62            | 898    |                 |
| 931             | 724           | 438      | 371           | 2, 464 |                 | 981          | 755           | 452      | 385           | 2, 573 | 3, 625          |
| 599             | 283           | 89       | 33            | 1, 004 | 2, 339          | 635          | 294           | 90       | 33            | 1, 052 |                 |
| 403             | 330           | 28       | 25            | 786    |                 | 533          | 425           | 33       | 25            | 1, 016 |                 |
| 888             | 575           | 55       | 35            | 1, 553 | 2, 901          | 1, 108       | 711           | 60       | 36            | 1, 915 | 2, 931          |
| 493             | 291           | 65       | 31            | 880    |                 | 594          | 329           | 66       | 31            | 1, 020 |                 |
| 590             | 403           | 191      | 168           | 1, 352 | 3, 566          | 628          | 437           | 200      | 175           | 1, 440 | 3, 862          |
| 445             | 189           | 29       | 6             | 669    |                 | 457          | 195           | 32       | 7             | 691    |                 |
| 664             | 423           | 206      | 179           | 1, 472 |                 | 717          | 457           | 225      | 193           | 1, 592 | 3, 213          |
| 969             | 579           | 295      | 251           | 2, 094 | 57, 107         | 1, 044       | 647           | 310      | 269           | 2, 270 |                 |
| 1, 084          | 835           | 612      | 498           | 3, 029 |                 | 1, 145       | 894           | 647      | 527           | 3, 213 |                 |
| 24, 956         | 16, 482       | 9, 131   | 6, 538        | .....  | 57, 107         | 27, 387      | 18, 219       | 9, 950   | 7, 139        | .....  | 62, 695         |

TABLE II.—Total number of pupils enrolled from the beginning of the year to the end of color and sex for the common schools; the same for the special

| School district. | Municipality.         | January, 1903. |          |          |          |        |            |
|------------------|-----------------------|----------------|----------|----------|----------|--------|------------|
|                  |                       | White.         |          | Colored. |          | Total. | Aggregate. |
|                  |                       | Males.         | Females. | Males.   | Females. |        |            |
|                  | SPECIAL SCHOOLS.      |                |          |          |          |        |            |
|                  | Normal school.....    | 52             | 74       | 3        | 16       | 145    | 145        |
|                  | Model school.....     |                |          |          |          |        |            |
|                  | High schools:         |                |          |          |          |        |            |
|                  | Fajardo.....          | 44             | 34       | 9        | 11       | 98     |            |
|                  | Mayaguez.....         | 50             | 47       | 6        | 7        | 110    |            |
|                  | Ponce.....            | 126            | 167      | 26       | 56       | 375    |            |
|                  | San Juan.....         | 211            | 103      | 33       | 20       | 367    |            |
|                  | Industrial schools:   |                |          |          |          |        | 950        |
|                  | Mayaguez.....         | 26             | 24       | 15       | 16       | 81     |            |
|                  | Ponce.....            | 21             | 13       | 26       | 34       | 94     |            |
|                  | San Juan.....         | 42             | 37       | 5        | 2        | 86     |            |
|                  | Night schools:        |                |          |          |          |        | 261        |
|                  | Aguadilla.....        | 76             | 0        | 60       | 0        | 136    |            |
|                  | Aibonito.....         | 30             | 18       | 15       | 8        | 71     |            |
|                  | Barros.....           | 29             | 10       | 23       | 7        | 69     |            |
|                  | Bayamón.....          | 65             | 26       | 53       | 5        | 149    |            |
|                  | Caguas.....           | 72             | 0        | 30       | 0        | 102    |            |
|                  | Camuy.....            | 49             | 0        | 4        | 0        | 53     |            |
|                  | Carolina.....         | 32             | 6        | 14       | 1        | 53     |            |
|                  | Cayey.....            | 54             | 7        | 32       | 4        | 97     |            |
|                  | Coamo.....            | 18             | 8        | 23       | 10       | 59     |            |
|                  | Comerio.....          | 36             | 0        | 7        | 0        | 43     |            |
|                  | Fajardo.....          | 5              | 0        | 41       | 12       | 58     |            |
|                  | Humacao.....          | 17             | 0        | 8        | 0        | 25     |            |
|                  | Juana Diaz.....       | 17             | 3        | 35       | 11       | 66     |            |
|                  | Lajas.....            | 29             | 3        | 6        | 1        | 39     |            |
|                  | Mayaguez.....         | 61             | 9        | 39       | 1        | 110    |            |
|                  | Ponce.....            | 99             | 76       | 68       | 46       | 289    |            |
|                  | Río Grande.....       | 13             | 9        | 132      | 5        | 159    |            |
|                  | Sabana Grande.....    | 57             | 20       | 27       | 6        | 110    |            |
|                  | San German.....       | 27             | 0        | 22       | 0        | 49     |            |
|                  | San Juan.....         | 184            | 114      | 39       | 33       | 370    |            |
|                  | San Lorenzo.....      | 59             | 5        | 7        | 0        | 71     |            |
|                  | San Sebastian.....    | 51             | 9        | 24       | 8        | 92     |            |
|                  | Santa Isabel.....     | 8              | 0        | 45       | 7        | 60     |            |
|                  | Utüado.....           | 54             | 18       | 11       | 7        | 90     |            |
|                  | Vega Baja.....        | 60             | 0        | 42       | 0        | 102    |            |
|                  | Yauco.....            | 85             | 41       | 100      | 55       | 281    |            |
|                  | Kindergarten schools: |                |          |          |          |        | 2,803      |
|                  | Añasco.....           | 18             | 8        | 3        | 5        | 34     |            |
|                  | Bayamón.....          | 23             | 28       | 13       | 11       | 75     |            |
|                  | Cayey.....            | 19             | 32       | 2        | 5        | 58     |            |
|                  | Lajas.....            | 22             | 14       | 4        | 3        | 43     |            |
|                  | Ponce.....            | 26             | 24       | 9        | 6        | 65     |            |
|                  | Río Piedras.....      | 30             | 26       | 12       | 4        | 72     |            |
|                  | San Juan.....         | 41             | 59       | 21       | 31       | 152    |            |
|                  | Total.....            | 2,038          | 1,072    | 1,094    | 454      |        | 4,658      |

each month: by school districts, by municipalities, and total for the island distributed by schools; and the total for the island for the special schools—Continued.

| February, 1903. |               |          |               |        |                 | March, 1903. |               |          |               |        |                 |
|-----------------|---------------|----------|---------------|--------|-----------------|--------------|---------------|----------|---------------|--------|-----------------|
| White.          |               | Colored. |               | Total. | Aggre-<br>gate. | White.       |               | Colored. |               | Total. | Aggre-<br>gate. |
| Males.          | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 | Males.       | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 |
| 58              | 80            | 3        | 16            | 157    | 157             | 58           | 80            | 3        | 16            | 157    | 157             |
| 15              | 17            | 4        | 5             | 41     | 41              | 21           | 19            | 6        | 5             | 51     | 51              |
| 44              | 34            | 9        | 11            | 98     |                 | 47           | 36            | 9        | 11            | 103    |                 |
| 51              | 51            | 6        | 7             | 115    |                 | 57           | 59            | 6        | 9             | 131    |                 |
| 137             | 179           | 26       | 57            | 399    |                 | 153          | 210           | 26       | 59            | 448    |                 |
| 221             | 108           | 34       | 20            | 383    | 995             | 225          | 109           | 35       | 21            | 390    | 1,072           |
| 27              | 24            | 15       | 18            | 84     |                 | 28           | 26            | 16       | 21            | 91     |                 |
| 23              | 19            | 30       | 44            | 116    |                 | 25           | 22            | 33       | 45            | 125    |                 |
| 46              | 38            | 5        | 2             | 91     | 291             | 51           | 41            | 5        | 2             | 99     | 315             |
| 86              | 0             | 65       | 0             | 151    |                 | 103          | 3             | 73       | 7             | 186    |                 |
| 33              | 19            | 15       | 9             | 76     |                 | 33           | 22            | 16       | 10            | 81     |                 |
| 36              | 14            | 28       | 7             | 85     |                 | 36           | 15            | 29       | 7             | 87     |                 |
| 68              | 26            | 66       | 5             | 165    |                 | 74           | 28            | 66       | 5             | 173    |                 |
| 74              | 0             | 31       | 0             | 105    |                 | 105          | 0             | 39       | 0             | 144    |                 |
| 53              | 0             | 4        | 0             | 57     |                 | 55           | 0             | 4        | 0             | 59     |                 |
| 35              | 7             | 14       | 1             | 57     |                 | 37           | 7             | 14       | 1             | 59     |                 |
| 57              | 11            | 37       | 10            | 115    |                 | 58           | 12            | 38       | 13            | 121    |                 |
| 20              | 8             | 24       | 12            | 64     |                 | 21           | 12            | 21       | 13            | 70     |                 |
| 40              | 0             | 7        | 0             | 47     |                 | 45           | 0             | 7        | 0             | 52     |                 |
| 6               | 1             | 45       | 17            | 69     |                 | 6            | 1             | 55       | 25            | 87     |                 |
| 17              | 0             | 8        | 0             | 25     |                 | 30           | 0             | 10       | 0             | 40     |                 |
| 22              | 4             | 38       | 11            | 75     |                 | 26           | 4             | 41       | 11            | 82     |                 |
| 29              | 3             | 6        | 2             | 40     |                 | 35           | 4             | 6        | 2             | 47     |                 |
| 61              | 9             | 42       | 1             | 113    |                 | 62           | 9             | 47       | 1             | 119    |                 |
| 110             | 81            | 73       | 48            | 312    |                 | 116          | 82            | 77       | 52            | 327    |                 |
| 14              | 9             | 141      | 5             | 169    |                 | 16           | 9             | 152      | 5             | 182    |                 |
| 76              | 24            | 35       | 8             | 143    |                 | 80           | 29            | 37       | 8             | 154    |                 |
| 27              | 0             | 22       | 0             | 49     |                 | 37           | 0             | 24       | 0             | 61     |                 |
| 204             | 127           | 46       | 33            | 410    |                 | 229          | 137           | 50       | 35            | 451    |                 |
| 61              | 12            | 11       | 1             | 85     |                 | 68           | 14            | 14       | 4             | 100    |                 |
| 61              | 11            | 26       | 8             | 106    |                 | 70           | 11            | 27       | 8             | 116    |                 |
| 9               | 2             | 52       | 9             | 72     |                 | 9            | 4             | 62       | 11            | 86     |                 |
| 60              | 22            | 11       | 9             | 102    |                 | 68           | 25            | 13       | 10            | 116    |                 |
| 60              | 0             | 42       | 0             | 102    |                 | 60           | 0             | 42       | 0             | 102    |                 |
| 93              | 45            | 104      | 55            | 297    | 3,091           | 111          | 63            | 108      | 59            | 341    | 3,443           |
| 18              | 8             | 3        | 5             | 34     |                 | 18           | 8             | 3        | 5             | 34     |                 |
| 23              | 28            | 13       | 11            | 75     |                 | 25           | 33            | 14       | 13            | 85     |                 |
| 21              | 34            | 2        | 5             | 62     |                 | 22           | 36            | 2        | 5             | 65     |                 |
| 27              | 15            | 5        | 3             | 50     |                 | 28           | 17            | 5        | 3             | 53     |                 |
| 28              | 26            | 9        | 6             | 69     |                 | 28           | 27            | 10       | 7             | 72     |                 |
| 30              | 26            | 12       | 4             | 72     |                 | 36           | 29            | 12       | 4             | 81     |                 |
| 44              | 60            | 21       | 32            | 157    | 519             | 47           | 63            | 21       | 32            | 163    | 553             |
| 2,225           | 1,182         | 1,190    | 497           | .....  | 5,094           | 2,459        | 1,306         | 1,281    | 545           | .....  | 5,591           |

## 64 REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO.

TABLE II.—*Total number of pupils enrolled from the beginning of the year to the end of color and sex for the common schools; the same for the special*

| School district. | Municipality.        | April, 1903. |           |          |           |        |            |
|------------------|----------------------|--------------|-----------|----------|-----------|--------|------------|
|                  |                      | White.       |           | Colored. |           | Total. | Aggregate. |
|                  |                      | Males.       | Fe-males. | Males.   | Fe-males. |        |            |
| 1                | Rio Piedras .....    | 413          | 295       | 241      | 162       | 1,111  | 3,768      |
|                  | {San Juan .....      | 767          | 742       | 577      | 571       | 2,657  |            |
| 2                | {Carolina .....      | 637          | 386       | 344      | 209       | 1,576  | 3,298      |
|                  | {Rio Grande .....    | 491          | 317       | 544      | 370       | 1,722  |            |
| 3                | {Fajardo .....       | 505          | 401       | 203      | 208       | 1,317  | 2,874      |
|                  | {Naguabo .....       | 328          | 229       | 127      | 104       | 788    |            |
|                  | {Vieques .....       | 283          | 178       | 174      | 134       | 769    | 3,149      |
| 4                | {Humacao .....       | 517          | 325       | 144      | 79        | 1,065  |            |
|                  | {San Lorenzo .....   | 615          | 409       | 121      | 60        | 1,205  | 4,314      |
|                  | {Yabucoa .....       | 295          | 176       | 250      | 158       | 879    |            |
| 5                | {Aguas Buenas .....  | 189          | 149       | 62       | 29        | 429    | 4,314      |
|                  | {Caguas .....        | 871          | 770       | 289      | 235       | 2,165  |            |
|                  | {Cayey .....         | 823          | 470       | 278      | 149       | 1,720  | 2,500      |
| 6                | {Guayama .....       | 705          | 412       | 661      | 307       | 2,085  |            |
|                  | {Patillas .....      | 187          | 41        | 127      | 60        | 415    | 3,150      |
| 7                | {Aibonito .....      | 374          | 279       | 106      | 48        | 807    |            |
|                  | {Barros .....        | 861          | 549       | 120      | 69        | 1,599  | 3,772      |
|                  | {Comerio .....       | 466          | 191       | 71       | 16        | 744    |            |
| 8                | {Coamo .....         | 634          | 422       | 432      | 258       | 1,746  | 3,755      |
|                  | {Juana Diaz .....    | 496          | 323       | 300      | 218       | 1,337  |            |
|                  | {Santa Isabel .....  | 231          | 182       | 146      | 113       | 672    | 3,772      |
| 9                | Ponce .....          | 1,339        | 988       | 824      | 621       | 3,772  |            |
| 10               | {Lajas .....         | 362          | 202       | 55       | 37        | 656    | 3,358      |
|                  | {Sabana Grande ..... | 326          | 269       | 174      | 129       | 898    |            |
|                  | {Yauco .....         | 682          | 615       | 293      | 214       | 1,804  | 2,940      |
| 11               | {Cabo Rojo .....     | 528          | 359       | 158      | 50        | 1,095  |            |
|                  | {Maricao .....       | 161          | 122       | 57       | 42        | 382    | 4,880      |
|                  | {San German .....    | 570          | 492       | 220      | 181       | 1,463  |            |
| 12               | {Añasco .....        | 548          | 429       | 160      | 158       | 1,295  | 3,930      |
|                  | {Las Marias .....    | 345          | 220       | 57       | 41        | 663    |            |
|                  | {Mayaguez .....      | 1,191        | 952       | 430      | 349       | 2,922  | 3,930      |
| 13               | {Aguada .....        | 263          | 173       | 86       | 83        | 605    |            |
|                  | {Aguadilla .....     | 1,135        | 608       | 223      | 216       | 2,182  | 2,828      |
|                  | {San Sebastian ..... | 649          | 372       | 72       | 50        | 1,143  |            |
| 14               | {Camuy .....         | 1,203        | 516       | 95       | 41        | 1,855  | 3,761      |
|                  | {Isabela .....       | 553          | 301       | 56       | 63        | 973    |            |
| 15               | {Arecibo .....       | 1,022        | 791       | 467      | 400       | 2,680  | 3,172      |
|                  | {Lares .....         | 655          | 300       | 90       | 36        | 1,081  |            |
| 16               | {Adjuntas .....      | 573          | 470       | 34       | 25        | 1,102  | 3,261      |
|                  | {Utua .....          | 1,187        | 772       | 64       | 47        | 2,070  |            |
| 17               | {Ciales .....        | 622          | 344       | 68       | 31        | 1,065  | 4,003      |
|                  | {Manati .....        | 650          | 446       | 206      | 184       | 1,486  |            |
|                  | {Morovis .....       | 471          | 199       | 33       | 7         | 710    | 3,307      |
| 18               | {Toa Alta .....      | 748          | 488       | 243      | 206       | 1,685  |            |
|                  | {Vega Baja .....     | 1,064        | 660       | 316      | 278       | 2,318  | 66,020     |
| 19               | Bayamón .....        | 1,182        | 934       | 654      | 537       | 3,307  |            |
|                  | Total .....          | 28,717       | 19,268    | 10,452   | 7,583     | .....  | 66,020     |

each month: by school districts, by municipalities, and total for the school distributed by schools; and the total for the island for the special schools—Continued.

| May, 1903. |               |          |               |        |                 | June, 1903. |               |          |               |        |                 |
|------------|---------------|----------|---------------|--------|-----------------|-------------|---------------|----------|---------------|--------|-----------------|
| White.     |               | Colored. |               | Total. | Aggre-<br>gate. | White.      |               | Colored. |               | Total. | Aggre-<br>gate. |
| Males.     | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 | Males.      | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 |
| 419        | 302           | 242      | 169           | 1,132  | 3,916           | 427         | 306           | 247      | 171           | 1,151  | 3,962           |
| 804        | 775           | 608      | 597           | 2,784  |                 | 811         | 782           | 617      | 601           | 2,811  |                 |
| 654        | 397           | 355      | 213           | 1,619  |                 | 662         | 401           | 361      | 214           | 1,638  |                 |
| 508        | 330           | 559      | 381           | 1,778  | 3,397           | 517         | 333           | 563      | 392           | 1,805  | 3,443           |
| 534        | 421           | 208      | 221           | 1,384  |                 | 546         | 431           | 210      | 228           | 1,415  |                 |
| 335        | 237           | 129      | 108           | 809    |                 | 341         | 246           | 134      | 109           | 830    |                 |
| 292        | 187           | 189      | 140           | 808    | 3,001           | 299         | 195           | 196      | 150           | 840    | 3,085           |
| 537        | 334           | 153      | 81            | 1,105  |                 | 541         | 335           | 154      | 82            | 1,112  |                 |
| 634        | 422           | 124      | 65            | 1,245  |                 | 649         | 425           | 129      | 66            | 1,269  |                 |
| 301        | 182           | 260      | 167           | 910    | 3,260           | 303         | 182           | 263      | 168           | 916    | 3,297           |
| 191        | 152           | 71       | 34            | 448    |                 | 198         | 156           | 71       | 34            | 459    |                 |
| 895        | 799           | 315      | 251           | 2,260  |                 | 906         | 811           | 324      | 262           | 2,303  |                 |
| 852        | 493           | 292      | 157           | 1,794  | 4,502           | 876         | 502           | 297      | 164           | 1,839  | 4,601           |
| 734        | 421           | 680      | 315           | 2,150  |                 | 749         | 427           | 690      | 321           | 2,187  |                 |
| 191        | 41            | 130      | 63            | 425    |                 | 192         | 42            | 132      | 64            | 430    |                 |
| 389        | 286           | 110      | 48            | 833    | 2,575           | 391         | 287           | 110      | 48            | 836    | 2,617           |
| 892        | 566           | 125      | 76            | 1,659  |                 | 902         | 580           | 126      | 77            | 1,685  |                 |
| 476        | 192           | 72       | 16            | 756    |                 | 480         | 193           | 72       | 16            | 761    |                 |
| 646        | 427           | 435      | 261           | 1,769  | 3,248           | 648         | 429           | 436      | 261           | 1,774  | 3,282           |
| 503        | 329           | 302      | 225           | 1,359  |                 | 508         | 329           | 303      | 225           | 1,365  |                 |
| 242        | 186           | 146      | 113           | 687    |                 | 250         | 190           | 149      | 118           | 707    |                 |
| 1,376      | 1,010         | 828      | 640           | 3,854  | 3,815           | 1,400       | 1,032         | 839      | 648           | 3,919  | 3,846           |
| 374        | 212           | 57       | 41            | 684    | 3,854           | 380         | 214           | 57       | 41            | 692    | 3,919           |
| 331        | 276           | 177      | 132           | 916    |                 | 334         | 276           | 179      | 132           | 921    |                 |
| 690        | 625           | 296      | 218           | 1,829  |                 | 698         | 634           | 298      | 221           | 1,851  |                 |
| 543        | 381           | 165      | 56            | 1,145  | 3,429           | 545         | 386           | 167      | 57            | 1,155  | 3,464           |
| 165        | 130           | 57       | 45            | 397    |                 | 171         | 134           | 58       | 47            | 410    |                 |
| 586        | 502           | 224      | 183           | 1,495  |                 | 588         | 504           | 227      | 183           | 1,502  |                 |
| 568        | 445           | 166      | 164           | 1,343  | 3,037           | 582         | 457           | 168      | 167           | 1,374  | 3,067           |
| 380        | 245           | 67       | 53            | 745    |                 | 387         | 253           | 70       | 55            | 765    |                 |
| 1,230      | 993           | 443      | 369           | 3,035  |                 | 1,252       | 1,008         | 455      | 376           | 3,091  |                 |
| 277        | 184           | 89       | 87            | 637    | 5,123           | 284         | 188           | 92       | 93            | 657    | 5,230           |
| 1,175      | 636           | 229      | 225           | 2,265  |                 | 1,191       | 645           | 234      | 227           | 2,297  |                 |
| 662        | 377           | 72       | 50            | 1,161  |                 | 680         | 383           | 73       | 50            | 1,186  |                 |
| 1,235      | 525           | 100      | 43            | 1,903  | 4,063           | 1,239       | 528           | 100      | 43            | 1,910  | 4,140           |
| 564        | 305           | 56       | 63            | 988    |                 | 564         | 307           | 56       | 63            | 990    |                 |
| 1,045      | 821           | 475      | 407           | 2,748  |                 | 1,052       | 827           | 479      | 410           | 2,768  |                 |
| 665        | 311           | 90       | 37            | 1,103  | 2,891           | 665         | 311           | 91       | 39            | 1,106  | 2,900           |
| 592        | 484           | 35       | 27            | 1,138  |                 | 599         | 493           | 35       | 27            | 1,154  |                 |
| 1,328      | 789           | 68       | 49            | 2,134  |                 | 1,233       | 791           | 69       | 49            | 2,142  |                 |
| 656        | 362           | 72       | 32            | 1,122  | 3,272           | 663         | 373           | 72       | 32            | 1,140  | 3,296           |
| 674        | 456           | 211      | 187           | 1,528  |                 | 683         | 461           | 214      | 188           | 1,546  |                 |
| 484        | 203           | 33       | 7             | 727    |                 | 489         | 204           | 33       | 7             | 733    |                 |
| 768        | 505           | 250      | 216           | 1,739  | 3,377           | 777         | 510           | 255      | 217           | 1,759  | 3,419           |
| 1,089      | 679           | 322      | 287           | 2,377  |                 | 1,114       | 689           | 330      | 294           | 2,427  |                 |
| 1,195      | 952           | 664      | 545           | 3,356  |                 | 1,205       | 958           | 669      | 550           | 3,382  |                 |
| 29,581     | 19,887        | 10,751   | 7,864         | .....  | 68,083          | 29,971      | 20,148        | 10,904   | 7,987         | .....  | 69,010          |

66 REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO.

TABLE II.—Total number of pupils enrolled from the beginning of the year to the end of color and sex for the common schools; the same for the special

| School district. | Municipality.         | April, 1903. |            |             |            |             |            |
|------------------|-----------------------|--------------|------------|-------------|------------|-------------|------------|
|                  |                       | White.       |            | Colored.    |            | Total.      | Aggregate. |
|                  |                       | Males.       | Fe-males.  | Males.      | Fe-males.  |             |            |
|                  | SPECIAL SCHOOLS.      |              |            |             |            |             |            |
|                  | Normal school .....   | 58           | 80         | 3           | 16         | 157         | 157        |
|                  | Model school .....    | 21           | 21         | 7           | 5          | 54          | 54         |
|                  | High schools:         |              |            |             |            |             |            |
|                  | Fajardo .....         | 48           | 36         | 9           | 11         | 104         |            |
|                  | Mayaguez .....        | 57           | 65         | 7           | 11         | 140         |            |
|                  | Ponce .....           | 158          | 213        | 27          | 59         | 457         |            |
|                  | San Juan .....        | 232          | 111        | 35          | 21         | 399         | 1,100      |
|                  | Industrial schools:   |              |            |             |            |             |            |
|                  | Mayaguez .....        | 29           | 27         | 17          | 21         | 94          |            |
|                  | Ponce .....           | 32           | 30         | 37          | 47         | 146         |            |
|                  | San Juan .....        | 53           | 45         | 5           | 2          | 105         | 345        |
|                  | Night schools:        |              |            |             |            |             |            |
|                  | Aguadilla .....       | 106          | 17         | 77          | 9          | 209         |            |
|                  | Aibonito .....        | 38           | 24         | 19          | 12         | 93          |            |
|                  | Barros .....          | 38           | 15         | 31          | 7          | 91          |            |
|                  | Bayamón .....         | 80           | 28         | 73          | 5          | 186         |            |
|                  | Caguas .....          | 118          | 0          | 41          | 0          | 159         |            |
|                  | Camuy .....           | 64           | 0          | 5           | 0          | 69          |            |
|                  | Carolina .....        | <i>a</i> 37  | <i>a</i> 7 | <i>a</i> 14 | <i>a</i> 1 | <i>a</i> 59 |            |
|                  | Cayey .....           | 59           | 13         | 40          | 17         | 129         |            |
|                  | Coamo .....           | 21           | 13         | 24          | 14         | 72          |            |
|                  | Comerio .....         | 48           | 0          | 9           | 0          | 57          |            |
|                  | Fajardo .....         | 7            | 1          | 62          | 26         | 96          |            |
|                  | Humacao .....         | 30           | 0          | 10          | 0          | 40          |            |
|                  | Juana Díaz .....      | 29           | 5          | 46          | 12         | 92          |            |
|                  | Lajas .....           | 39           | 6          | 7           | 3          | 55          |            |
|                  | Mayaguez .....        | 66           | 9          | 47          | 1          | 123         |            |
|                  | Ponce .....           | 129          | 95         | 83          | 64         | 371         |            |
|                  | Rio Grande .....      | 17           | 9          | 163         | 5          | 194         |            |
|                  | Sabana Grande .....   | 92           | 31         | 46          | 8          | 177         |            |
|                  | San German .....      | 37           | 0          | 24          | 0          | 61          |            |
|                  | San Juan .....        | 237          | 148        | 53          | 35         | 473         |            |
|                  | San Lorenzo .....     | 68           | 14         | 14          | 4          | 100         |            |
|                  | San Sebastian .....   | 79           | 12         | 30          | 8          | 129         |            |
|                  | Santa Isabel .....    | 10           | 10         | 69          | 18         | 107         |            |
|                  | Utüado .....          | 70           | 27         | 13          | 10         | 120         |            |
|                  | Vega Baja .....       | 60           | 0          | 42          | 0          | 102         |            |
|                  | Yauco .....           | 125          | 76         | 116         | 65         | 382         | 3,746      |
|                  | Kindergarten schools: |              |            |             |            |             |            |
|                  | Añasco .....          | 18           | 8          | 3           | 5          | 34          |            |
|                  | Bayamón .....         | 30           | 34         | 15          | 13         | 92          |            |
|                  | Cayey .....           | 23           | 37         | 3           | 5          | 68          |            |
|                  | Lajas .....           | 28           | 17         | 7           | 3          | 55          |            |
|                  | Ponce .....           | 29           | 27         | 10          | 7          | 73          |            |
|                  | Rio Piedras .....     | 43           | 34         | 12          | 4          | 93          |            |
|                  | San Juan .....        | 48           | 64         | 21          | 33         | 166         | 581        |
|                  | Total .....           | 2,611        | 1,409      | 1,376       | 587        | .....       | 5,983      |

*a* School closed.



each month: by school districts, by municipalities, and total for the school distributed by schools; and the total for the island for the special schools—Continued.

| May, 1903. |               |          |               |        |                 | June, 1903. |               |          |               |        |                 |
|------------|---------------|----------|---------------|--------|-----------------|-------------|---------------|----------|---------------|--------|-----------------|
| White.     |               | Colored. |               | Total. | Aggre-<br>gate. | White.      |               | Colored. |               | Total. | Aggre-<br>gate. |
| Males.     | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 | Males.      | Fe-<br>males. | Males.   | Fe-<br>males. |        |                 |
| 58         | 80            | 3        | 16            | 157    | 157             | 58          | 80            | 3        | 16            | 157    | 157             |
| 22         | 22            | 8        | 5             | 57     | 57              | 22          | 23            | 8        | 5             | 58     | 58              |
| 49         | 36            | 9        | 11            | 105    |                 | 51          | 36            | 9        | 11            | 107    |                 |
| 61         | 66            | 7        | 11            | 145    |                 | 63          | 67            | 7        | 11            | 148    |                 |
| 160        | 219           | 27       | 60            | 466    |                 | 163         | 220           | 27       | 60            | 470    |                 |
| 240        | 114           | 36       | 21            | 411    | 1,127           | 246         | 118           | 36       | 21            | 421    | 1,146           |
| 30         | 27            | 17       | 23            | 97     |                 | 30          | 27            | 17       | 24            | 98     |                 |
| 37         | 35            | 38       | 50            | 160    |                 | 43          | 39            | 38       | 53            | 173    |                 |
| 53         | 50            | 5        | 2             | 110    | 367             | 53          | 50            | 5        | 2             | 110    | 381             |
| 108        | 17            | 81       | 11            | 217    |                 | 109         | 19            | 83       | 13            | 224    |                 |
| 38         | 26            | 19       | 14            | 97     |                 | 40          | 27            | 21       | 16            | 104    |                 |
| 38         | 15            | 31       | 7             | 91     |                 | 38          | 15            | 32       | 8             | 93     |                 |
| 80         | 28            | 73       | 5             | 186    |                 | 80          | 28            | 73       | 5             | 186    |                 |
| 120        | 0             | 43       | 0             | 163    |                 | 131         | 13            | 58       | 10            | 212    |                 |
| 66         | 0             | 5        | 0             | 71     |                 | 71          | 0             | 5        | 0             | 76     |                 |
| 37         | 7             | 14       | 1             | 59     |                 | 37          | 7             | 14       | 1             | 59     |                 |
| 61         | 13            | 43       | 18            | 135    |                 | 63          | 13            | 46       | 19            | 141    |                 |
| 22         | 15            | 25       | 14            | 76     |                 | 22          | 15            | 25       | 14            | 76     |                 |
| 51         | 0             | 11       | 0             | 62     |                 | 53          | 0             | 13       | 0             | 66     |                 |
| 10         | 1             | 73       | 26            | 110    |                 | 10          | 1             | 74       | 26            | 111    |                 |
| 38         | 0             | 11       | 0             | 49     |                 | 47          | 0             | 15       | 0             | 62     |                 |
| 31         | 5             | 51       | 19            | 106    |                 | 34          | 5             | 56       | 21            | 116    |                 |
| 39         | 6             | 7        | 3             | 55     |                 | 39          | 6             | 7        | 3             | 55     |                 |
| 69         | 9             | 49       | 1             | 128    |                 | 69          | 9             | 49       | 1             | 128    |                 |
| 140        | 98            | 89       | 66            | 393    |                 | 147         | 101           | 98       | 75            | 421    |                 |
| 17         | 9             | 168      | 5             | 199    |                 | 17          | 9             | 173      | 5             | 204    |                 |
| 114        | 37            | 50       | 9             | 210    |                 | 115         | 37            | 50       | 9             | 211    |                 |
| 37         | 0             | 25       | 0             | 62     |                 | 39          | 0             | 25       | 0             | 64     |                 |
| 275        | 184           | 56       | 35            | 550    |                 | 286         | 194           | 57       | 37            | 574    |                 |
| 79         | 23            | 14       | 6             | 122    |                 | 84          | 28            | 14       | 6             | 132    |                 |
| 81         | 13            | 31       | 8             | 133    |                 | 82          | 13            | 32       | 8             | 135    |                 |
| 12         | 10            | 72       | 21            | 115    |                 | 14          | 13            | 72       | 22            | 121    |                 |
| 73         | 29            | 16       | 10            | 128    |                 | 73          | 30            | 16       | 10            | 129    |                 |
| 60         | 0             | 42       | 0             | 102    |                 | 60          | 0             | 42       | 0             | 102    |                 |
| 134        | 80            | 122      | 69            | 405    | 4,024           | 139         | 81            | 124      | 70            | 414    | 4,216           |
| 18         | 8             | 3        | 5             | 34     |                 | 18          | 8             | 3        | 5             | 34     |                 |
| 32         | 37            | 15       | 13            | 97     |                 | 32          | 37            | 15       | 13            | 97     |                 |
| 23         | 37            | 3        | 5             | 68     |                 | 23          | 37            | 3        | 5             | 68     |                 |
| 30         | 22            | 7        | 3             | 62     |                 | 30          | 27            | 7        | 3             | 67     |                 |
| 30         | 27            | 10       | 7             | 74     |                 | 31          | 27            | 10       | 7             | 75     |                 |
| 46         | 35            | 12       | 4             | 97     |                 | 46          | 35            | 12       | 4             | 97     |                 |
| 48         | 64            | 21       | 33            | 166    | 598             | 48          | 64            | 21       | 33            | 166    | 604             |
| 2,767      | 1,504         | 1,442    | 617           | .....  | 6,330           | 2,856       | 1,559         | 1,495    | 652           | .....  | 6,562           |

TABLE III.—Aggregate number of days' attendance: by school districts and by municipalities; total for the island for the common schools, and also for the special schools.

| School district. | Municipality.  | October, 1902.                              | November, 1902.                             | December, 1902.                             | January, 1903.                              |
|------------------|--|---|---|---|---|
| 1                | {Rio Piedras.....<br>San Juan.....                   | 9,386.0<br>29,181.5                         | 9,317.5<br>28,294.5                         | 9,473.5<br>28,215.5                         | 10,375.0<br>27,893.0                        |
| 2                | {Carolina.....<br>Rio Grande.....                    | 38,567.5<br>18,479.0                        | 37,612.0<br>21,234.0                        | 37,689.0<br>19,971.0                        | 38,268.0<br>20,264.0                        |
| 3                | {Fajardo.....<br>Naguabo.....<br>Vieques.....        | 15,055.0<br>5,579.0<br>6,349.0              | 16,158.0<br>5,682.0<br>7,568.0              | 14,711.5<br>5,538.0<br>6,330.0              | 14,555.0<br>6,024.5<br>6,914.0              |
| 4                | {Humacao.....<br>San Lorenzo.....<br>Yabucoa.....    | 11,685.0<br>11,788.5<br>7,497.5             | 10,632.0<br>11,758.0<br>7,510.5             | 11,168.5<br>12,321.0<br>6,966.0             | 11,149.0<br>12,063.5<br>6,895.0             |
| 5                | {Aguas Buenos.....<br>Caguas.....<br>Cayey.....      | 4,104.0<br>19,894.5<br>11,290.0             | 4,277.5<br>22,145.0<br>13,542.0             | 4,120.0<br>19,516.5<br>13,119.0             | 3,885.5<br>18,917.0<br>13,489.0             |
| 6                | {Guayama.....<br>Patillas.....                       | 35,288.5<br>17,530.0<br>4,555.5             | 39,964.5<br>19,624.0<br>4,379.0             | 36,755.5<br>20,237.0<br>4,305.5             | 36,291.5<br>18,497.0<br>4,744.0             |
| 7                | {Aibonito.....<br>Barros.....<br>Comerio.....        | 22,085.5<br>6,553.0<br>13,414.0<br>7,836.5  | 24,003.0<br>7,007.0<br>12,856.0<br>7,889.0  | 24,542.5<br>6,209.0<br>13,166.5<br>7,249.0  | 23,241.0<br>6,421.5<br>13,632.0<br>7,340.0  |
| 8                | {Coamo.....<br>Juana Diaz.....<br>Santa Isabel.....  | 27,803.5<br>15,730.5<br>11,980.0<br>3,061.5 | 27,752.0<br>17,062.5<br>12,714.5<br>3,850.5 | 26,624.5<br>16,487.0<br>13,274.0<br>3,953.0 | 27,413.5<br>15,761.5<br>13,400.0<br>3,472.5 |
| 9                | {Ponce.....  | 30,772.0<br>38,126.0                        | 33,627.5<br>38,089.5                        | 33,714.0<br>36,750.5                        | 32,634.0<br>40,098.0                        |
| 10               | {Lajas.....<br>Sabana Grande.....<br>Yauco.....      | 8,361.5<br>11,868.5<br>20,645.0             | 9,725.5<br>12,628.0<br>22,024.5             | 8,948.0<br>11,199.0<br>20,717.0             | 8,480.5<br>12,584.0<br>21,553.5             |
| 11               | {Cabo Rojo.....<br>Maricao.....<br>San German.....   | 40,875.0<br>13,183.5<br>2,470.0<br>16,690.0 | 44,378.0<br>13,286.5<br>2,041.5<br>16,562.5 | 40,864.0<br>14,116.5<br>1,866.5<br>15,341.5 | 42,618.0<br>13,687.5<br>2,571.5<br>16,500.5 |
| 12               | {Añasco.....<br>Las Marias.....<br>Mayaguez.....     | 32,343.5<br>11,018.0<br>2,421.5<br>29,414.5 | 31,890.5<br>11,480.5<br>2,096.5<br>28,110.0 | 31,324.5<br>12,238.5<br>2,369.0<br>28,455.5 | 32,759.5<br>12,028.5<br>4,308.5<br>28,657.5 |
| 13               | {Aguada.....<br>Aguadilla.....<br>San Sebastian..... | 42,854.0<br>6,866.0<br>20,800.0<br>10,257.0 | 41,687.0<br>6,492.0<br>22,265.5<br>9,880.0  | 43,063.0<br>6,842.5<br>21,112.0<br>9,629.5  | 44,994.5<br>5,927.0<br>22,159.0<br>10,597.0 |
| 14               | {Camuy.....<br>Isabela.....                          | 37,923.0<br>21,471.5<br>10,045.0            | 38,637.5<br>21,411.0<br>9,950.5             | 37,584.0<br>20,671.5<br>9,519.0             | 38,683.0<br>21,864.0<br>11,292.0            |
| 15               | {Arecibo.....<br>Lares.....                          | 31,516.5<br>27,969.5<br>7,175.0             | 31,361.5<br>30,214.0<br>8,195.0             | 30,190.5<br>28,309.5<br>8,479.0             | 33,156.0<br>29,273.0<br>11,106.0            |
| 16               | {Adjuntas.....<br>Utua.....                          | 35,144.5<br>6,896.0<br>14,880.0             | 38,409.0<br>6,625.0<br>15,540.5             | 36,788.5<br>6,627.0<br>16,363.0             | 40,379.0<br>7,238.0<br>17,436.0             |
| 17               | {Ciales.....<br>Manati.....<br>Morovis.....          | 21,716.0<br>7,082.0<br>14,665.0<br>7,617.5  | 22,165.5<br>8,000.0<br>14,644.5<br>8,012.5  | 22,990.0<br>8,233.5<br>14,337.5<br>8,287.0  | 24,674.0<br>9,639.0<br>14,045.5<br>8,608.5  |
| 18               | {Toa Alta.....<br>Vega Baja.....                     | 29,364.5<br>14,623.0<br>11,781.5            | 30,657.0<br>16,297.5<br>12,078.5            | 30,858.0<br>16,266.0<br>11,865.0            | 32,293.0<br>16,988.5<br>12,780.5            |
| 19               | {Bayamón.....  | 26,404.5<br>32,896.0                        | 28,376.0<br>37,604.0                        | 28,131.0<br>36,703.5                        | 29,769.0<br>39,941.0                        |
|                  | Total.....   | 620,061.0                                   | 646,000.0                                   | 629,505.5                                   | 652,813.5                                   |
|                  | SPECIAL SCHOOLS.                                     |   |   |   |   |
|                  | Insular normal a.....                                |   |   |   |   |
|                  | Model a.....   |   |   |   |   |
|                  | High and graded.....                                 | 13,296.0                                    | 13,225.0                                    | 13,704.5                                    | 14,228.5                                    |
|                  | Industrial.....                                      | 1,278.0                                     | 2,471.5                                     | 3,115.5                                     | 3,313.0                                     |
|                  | Night.....   | 11,187.0                                    | 21,774.0                                    | 22,434.0                                    | 20,427.0                                    |
|                  | Kindergarten.....                                    | 3,369.0                                     | 4,886.5                                     | 5,306.5                                     | 5,748.5                                     |

a Statistics incomplete.

TABLE III.—Aggregate number of days' attendance: by school districts and by municipalities; total for the island for the common schools, and also for the special schools—Cont'd.

| School district | Municipality.                     | February, 1903. | March, 1903. | April, 1903. |
|-----------------|-----------------------------------|-----------------|--------------|--------------|
| 1               | Rio Piedras .....                 | 11,137.5        | 10,510.5     | 9,585.0      |
|                 | San Juan .....                    | 26,865.0        | 26,682.0     | 24,018.5     |
|                 |                                   | 38,002.5        | 37,172.5     | 33,603.5     |
| 2               | Carolina .....                    | 18,280.5        | 18,705.0     | 16,940.5     |
|                 | Rio Grande .....                  | 21,040.0        | 21,229.0     | 21,519.5     |
|                 |                                   | 39,320.5        | 39,934.0     | 38,460.0     |
| 3               | Fajardo .....                     | 15,373.0        | 15,060.0     | 14,969.5     |
|                 | Naguabo .....                     | 7,821.5         | 9,348.5      | 9,082.5      |
|                 | Vieques .....                     | 7,082.0         | 7,595.0      | 7,769.0      |
|                 |                                   | 30,276.5        | 32,003.5     | 31,821.0     |
| 4               | Humacao .....                     | 12,691.0        | 12,404.0     | 11,535.5     |
|                 | San Lorenzo .....                 | 12,924.0        | 13,624.5     | 12,433.5     |
|                 | Yabucoa .....                     | 8,771.5         | 9,069.0      | 9,959.5      |
|                 |                                   | 34,386.5        | 35,097.5     | 33,928.5     |
| 5               | Aguas Buenas .....                | 4,436.0         | 3,967.5      | 3,711.5      |
|                 | Caguas .....                      | 20,507.0        | 21,212.5     | 19,984.0     |
|                 | Cayey .....                       | 14,878.0        | 16,723.5     | 19,290.0     |
|                 |                                   | 39,821.0        | 41,903.5     | 42,985.5     |
| 6               | Guayama .....                     | 18,458.0        | 19,799.5     | 21,270.0     |
|                 | Patillas .....                    | 5,104.5         | 5,678.5      | 6,076.5      |
|                 |                                   | 23,562.5        | 25,478.0     | 27,346.5     |
| 7               | Aibonito .....                    | 6,689.0         | 7,969.0      | 9,826.5      |
|                 | Barros .....                      | 13,945.5        | 15,847.5     | 18,956.5     |
|                 | Comerio .....                     | 7,880.5         | 9,121.5      | 9,694.0      |
|                 |                                   | 28,515.0        | 32,938.0     | 38,477.0     |
| 8               | Coamo .....                       | 17,307.5        | 18,518.0     | 22,607.5     |
|                 | Juana Diaz .....                  | 14,775.5        | 14,690.0     | 15,229.0     |
|                 | Santa Isabel .....                | 3,240.0         | 4,694.0      | 6,902.5      |
|                 |                                   | 35,323.0        | 37,902.0     | 44,739.0     |
| 9               | Ponce .....                       | 40,606.0        | 49,030.0     | 54,652.5     |
| 10              | Lajas .....                       | 7,820.0         | 8,232.0      | 8,595.0      |
|                 | Sabana Grande .....               | 12,509.0        | 11,881.0     | 12,659.0     |
|                 | Yauco .....                       | 21,666.5        | 20,094.5     | 21,804.0     |
|                 |                                   | 41,995.5        | 40,207.5     | 43,058.0     |
| 11              | Cabo Rojo .....                   | 13,897.0        | 14,304.0     | 14,697.5     |
|                 | Maricao .....                     | 3,703.5         | 4,235.0      | 3,896.5      |
|                 | San German .....                  | 17,864.0        | 18,857.5     | 19,263.0     |
|                 |                                   | 35,464.5        | 37,396.5     | 37,857.0     |
| 12              | Añasco .....                      | 13,114.0        | 13,324.5     | 13,637.0     |
|                 | Las Marias .....                  | 6,042.0         | 6,571.5      | 6,193.5      |
|                 | Mayaguez .....                    | 26,583.0        | 28,381.5     | 29,012.5     |
|                 |                                   | 45,739.0        | 48,277.5     | 48,843.0     |
| 13              | Aguada .....                      | 6,263.0         | 5,270.0      | 6,076.0      |
|                 | Aguadilla .....                   | 22,577.0        | 20,247.0     | 20,660.5     |
|                 | San Sebastian .....               | 13,302.0        | 12,419.5     | 13,364.0     |
|                 |                                   | 42,142.0        | 37,936.5     | 40,100.5     |
| 14              | Camuy .....                       | 23,413.0        | 24,418.0     | 23,671.5     |
|                 | Isabela .....                     | 11,534.5        | 10,486.5     | 11,316.5     |
|                 |                                   | 34,947.5        | 34,904.5     | 34,988.0     |
| 15              | Arecibo .....                     | 30,997.0        | 30,792.5     | 30,430.5     |
|                 | Lares .....                       | 13,031.0        | 12,979.0     | 12,635.0     |
|                 |                                   | 44,028.0        | 43,771.5     | 43,065.5     |
| 16              | Adjuntas .....                    | 8,334.5         | 13,341.0     | 13,476.0     |
|                 | Utua .....                        | 20,333.0        | 23,261.0     | 25,658.0     |
|                 |                                   | 28,667.5        | 36,602.0     | 39,134.0     |
| 17              | Ciales .....                      | 10,689.0        | 12,207.0     | 12,734.5     |
|                 | Manati .....                      | 15,309.5        | 17,052.5     | 16,439.5     |
|                 | Morovis .....                     | 9,044.5         | 8,704.5      | 9,122.5      |
|                 |                                   | 35,043.0        | 37,964.0     | 38,296.5     |
| 18              | Toa Alta .....                    | 18,162.0        | 18,971.0     | 16,929.5     |
|                 | Vega Baja .....                   | 13,284.0        | 14,564.5     | 14,569.0     |
|                 |                                   | 31,446.0        | 33,535.5     | 31,498.5     |
| 19              | Bayamón .....                     | 41,483.0        | 42,147.0     | 39,147.0     |
|                 | Total .....                       | 690,769.5       | 724,201.5    | 742,001.5    |
|                 | SPECIAL SCHOOLS.                  |                 |              |              |
|                 | Insular normal <sup>a</sup> ..... |                 |              |              |
|                 | Model <sup>a</sup> .....          |                 |              |              |
|                 | High and graded .....             | 13,429.0        | 13,494.0     | 11,901.0     |
|                 | Industrial .....                  | 3,242.5         | 3,510.0      | 3,436.5      |
|                 | Night .....                       | 20,657.0        | 20,191.0     | 20,308.0     |
|                 | Kindergarten .....                | 5,265.0         | 4,795.0      | 4,766.0      |

<sup>a</sup> Statistics incomplete.

# 70 REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO.

TABLE III.—Aggregate number of days' attendance: by school districts and by municipalities; total for the island for the common schools, and also for the special schools—Cont'd.

| School district. | Municipality.                     | May, 1903. | June, 1903. | Total for the year. |
|------------------|-----------------------------------|------------|-------------|---------------------|
| 1                | Rio Piedras .....                 | 10,779.5   | 9,889.0     | 90,453.5            |
|                  | San Juan .....                    | 28,701.0   | 27,801.0    | 247,632.0           |
|                  |                                   | 39,480.5   | 37,690.0    | 338,085.5           |
| 2                | Carolina .....                    | 18,037.0   | 17,470.0    | 164,285.5           |
|                  | Rio Grande .....                  | 22,143.5   | 21,158.5    | 187,038.5           |
|                  |                                   | 40,180.5   | 38,628.5    | 351,324.0           |
| 3                | Fajardo .....                     | 15,416.0   | 15,437.0    | 136,735.0           |
|                  | Naguabo .....                     | 8,431.5    | 7,206.5     | 64,714.0            |
|                  | Vieques .....                     | 7,384.0    | 7,578.0     | 64,569.0            |
|                  |                                   | 31,231.5   | 30,221.5    | 266,018.0           |
| 4                | Humacao .....                     | 11,556.0   | 11,373.5    | 104,194.5           |
|                  | San Lorenzo .....                 | 13,147.5   | 13,516.5    | 113,577.0           |
|                  | Yabucoa .....                     | 10,416.5   | 9,405.0     | 76,490.5            |
|                  |                                   | 35,120.0   | 34,295.0    | 294,262.0           |
| 5                | Aguas Buenas .....                | 3,912.0    | 3,405.5     | 35,819.5            |
|                  | Caguas .....                      | 21,267.5   | 20,703.5    | 184,147.5           |
|                  | Cayey .....                       | 18,792.0   | 19,012.0    | 140,135.5           |
|                  |                                   | 43,971.5   | 43,121.0    | 360,102.5           |
| 6                | Guayama .....                     | 19,871.0   | 18,457.0    | 173,743.5           |
|                  | Patillas .....                    | 7,342.5    | 5,902.5     | 48,088.5            |
|                  |                                   | 27,213.5   | 24,359.5    | 221,832.0           |
| 7                | Aibonito .....                    | 9,774.0    | 9,297.0     | 69,746.0            |
|                  | Barros .....                      | 20,962.5   | 20,365.5    | 143,166.0           |
|                  | Comerio .....                     | 9,553.5    | 9,305.0     | 75,869.0            |
|                  |                                   | 40,290.0   | 38,967.5    | 288,781.0           |
| 8                | Coamo .....                       | 21,505.5   | 21,093.5    | 166,073.5           |
|                  | Juana Diaz .....                  | 14,685.5   | 14,517.0    | 125,265.5           |
|                  | Santa Isabel .....                | 6,606.5    | 6,828.0     | 42,608.5            |
|                  |                                   | 42,797.5   | 42,438.5    | 333,947.5           |
| 9                | Ponce .....                       | 53,974.0   | 53,447.0    | 404,773.5           |
|                  |                                   |            |             |                     |
| 10               | Lajas .....                       | 8,351.0    | 8,339.0     | 76,852.5            |
|                  | Sabana Grande .....               | 11,644.0   | 12,611.0    | 109,583.5           |
|                  | Yauco .....                       | 22,547.5   | 22,168.0    | 193,220.5           |
|                  |                                   | 42,542.5   | 43,118.0    | 379,656.5           |
| 11               | Cabo Rojo .....                   | 13,902.5   | 13,626.0    | 124,701.0           |
|                  | Maricao .....                     | 4,192.5    | 3,933.5     | 28,910.5            |
|                  | San German .....                  | 18,404.0   | 17,310.0    | 156,793.0           |
|                  |                                   | 36,499.0   | 34,869.5    | 310,404.5           |
| 12               | Añasco .....                      | 12,666.5   | 11,818.0    | 111,325.5           |
|                  | Las Marias .....                  | 6,625.0    | 6,322.5     | 44,950.0            |
|                  | Mayaguez .....                    | 27,802.0   | 26,729.0    | 253,145.5           |
|                  |                                   | 47,093.5   | 44,869.5    | 409,421.0           |
| 13               | Aguada .....                      | 5,709.5    | 5,680.5     | 55,126.5            |
|                  | Aguaadilla .....                  | 20,454.0   | 19,317.0    | 189,592.0           |
|                  | San Sebastian .....               | 12,981.5   | 11,829.5    | 104,260.0           |
|                  |                                   | 39,145.0   | 36,827.0    | 348,978.5           |
| 14               | Camuy .....                       | 22,849.0   | 21,519.0    | 201,288.5           |
|                  | Isabela .....                     | 11,239.0   | 10,437.0    | 95,820.0            |
|                  |                                   | 34,088.0   | 31,956.0    | 297,108.5           |
| 15               | Arecibo .....                     | 29,371.0   | 29,427.0    | 266,784.0           |
|                  | Lares .....                       | 11,825.0   | 11,275.0    | 96,700.0            |
|                  |                                   | 41,196.0   | 40,702.0    | 363,484.0           |
| 16               | Adjuntas .....                    | 13,021.0   | 12,669.0    | 88,167.5            |
|                  | Utuaado .....                     | 24,934.5   | 23,758.5    | 182,164.5           |
|                  |                                   | 37,955.5   | 36,427.5    | 270,332.0           |
| 17               | Ciales .....                      | 13,070.0   | 12,165.0    | 73,820.0            |
|                  | Manati .....                      | 16,689.0   | 15,661.0    | 138,844.0           |
|                  | Morovis .....                     | 8,585.0    | 8,465.0     | 76,447.0            |
|                  |                                   | 38,344.0   | 36,291.0    | 289,111.0           |
| 18               | Toa Alta .....                    | 17,816.0   | 16,629.5    | 152,683.0           |
|                  | Vega Baja .....                   | 16,455.0   | 15,169.5    | 122,547.5           |
|                  |                                   | 34,271.0   | 31,799.0    | 275,230.5           |
| 19               | Bayamón .....                     | 40,967.0   | 37,166.5    | 348,055.0           |
|                  |                                   |            |             |                     |
|                  | Average .....                     | 746,360.5  | 717,194.5   | 6,168,907.5         |
|                  | SPECIAL SCHOOLS.                  |            |             |                     |
|                  | Insular normal <sup>a</sup> ..... |            |             |                     |
|                  | Model <sup>a</sup> .....          |            |             |                     |
|                  | High and graded .....             | 13,599.5   | 12,135.5    | 119,013.0           |
|                  | Industrial .....                  | 3,584.5    | 3,381.0     | 27,332.5            |
|                  | Night .....                       | 20,476.0   | 19,455.0    | 176,909.0           |
|                  | Kindergarten .....                | 4,613.0    | 4,509.0     | 43,258.5            |

<sup>a</sup> Statistics incomplete.

TABLE IV.—Average number of pupils taught each day: by months, by school districts, by municipalities; and total average for the common schools; also the same for the special schools.

| School district. | Municipality.         | October, 1902. | November, 1902. | December, 1902. | January, 1903. |
|------------------|-----------------------|----------------|-----------------|-----------------|----------------|
| 1                | {Rio Piedras.....     | 469.30         | 465.88          | 473.68          | 518.75         |
|                  | {San Juan.....        | 1,459.08       | 1,414.78        | 1,410.78        | 1,394.65       |
|                  |                       | 1,928.38       | 1,880.60        | 1,884.45        | 1,913.40       |
| 2                | {Carolina.....        | 997.38         | 962.15          | 896.33          | 886.78         |
|                  | {Rio Grande.....      | 923.95         | 1,061.70        | 998.55          | 1,013.20       |
|                  |                       | 1,921.33       | 2,023.85        | 1,894.88        | 1,899.98       |
| 3                | {Fajardo.....         | 752.75         | 807.90          | 735.58          | 727.75         |
|                  | {Naguabo.....         | 278.95         | 284.10          | 276.90          | 301.23         |
|                  | {Vieques.....         | 317.45         | 378.40          | 316.50          | 345.70         |
|                  |                       | 1,349.15       | 1,470.40        | 1,328.98        | 1,374.68       |
| 4                | {Humacao.....         | 584.25         | 531.60          | 558.43          | 557.45         |
|                  | {San Lorenzo.....     | 589.43         | 587.90          | 616.05          | 608.18         |
|                  | {Yabucoa.....         | 374.88         | 375.53          | 348.30          | 344.75         |
|                  |                       | 1,548.55       | 1,495.03        | 1,522.78        | 1,505.38       |
| 5                | {Aguas Buenas.....    | 205.20         | 213.88          | 206.00          | 194.28         |
|                  | {Caguas.....          | 994.73         | 1,107.30        | 975.83          | 945.85         |
|                  | {Cayey.....           | 564.50         | 677.10          | 655.95          | 674.45         |
|                  |                       | 1,764.43       | 1,998.23        | 1,837.78        | 1,814.58       |
| 6                | {Guayama.....         | 876.50         | 981.20          | 1,011.85        | 924.85         |
|                  | {Patillas.....        | 227.78         | 218.95          | 215.28          | 237.20         |
|                  |                       | 1,104.28       | 1,200.15        | 1,227.13        | 1,162.05       |
| 7                | {Aibonito.....        | 327.65         | 350.35          | 310.45          | 321.08         |
|                  | {Barros.....          | 670.70         | 642.80          | 658.33          | 682.60         |
|                  | {Comerio.....         | 391.83         | 394.45          | 362.45          | 367.00         |
|                  |                       | 1,390.18       | 1,387.60        | 1,331.23        | 1,370.68       |
| 8                | {Coamo.....           | 786.53         | 853.13          | 824.35          | 788.08         |
|                  | {Juana Diaz.....      | 599.00         | 635.73          | 663.70          | 670.00         |
|                  | {Santa Isabel.....    | 153.08         | 192.53          | 197.65          | 173.63         |
|                  |                       | 1,588.60       | 1,681.38        | 1,685.70        | 1,631.70       |
| 9                | {Ponce.....           | 1,906.30       | 1,904.48        | 1,837.53        | 2,004.90       |
| 10               | {Lajas.....           | 418.08         | 486.28          | 447.40          | 424.03         |
|                  | {Sabana Grande.....   | 593.43         | 631.40          | 559.95          | 629.20         |
|                  | {Yauco.....           | 1,032.25       | 1,101.23        | 1,035.85        | 1,077.68       |
|                  |                       | 2,043.75       | 2,218.90        | 2,043.20        | 2,130.90       |
| 11               | {Cabo Rojo.....       | 659.18         | 664.33          | 705.83          | 684.38         |
|                  | {Maricao.....         | 123.50         | 102.08          | 93.33           | 128.58         |
|                  | {San German.....      | 834.50         | 828.13          | 767.08          | 825.03         |
|                  |                       | 1,617.18       | 1,594.53        | 1,566.23        | 1,637.98       |
| 12               | {Añasco.....          | 550.90         | 574.03          | 611.93          | 601.43         |
|                  | {Las Marias.....      | 121.08         | 104.83          | 118.45          | 215.43         |
|                  | {Mayaguez.....        | 1,470.73       | 1,405.50        | 1,422.78        | 1,432.88       |
|                  |                       | 2,142.70       | 2,084.35        | 2,153.15        | 2,249.73       |
| 13               | {Aguada.....          | 343.30         | 324.60          | 342.13          | 296.35         |
|                  | {Aguadilla.....       | 1,040.00       | 1,113.28        | 1,055.60        | 1,107.95       |
|                  | {San Sebastian.....   | 512.85         | 494.00          | 481.48          | 529.85         |
|                  |                       | 1,896.15       | 1,931.88        | 1,879.20        | 1,934.15       |
| 14               | {Camuy.....           | 1,078.58       | 1,070.55        | 1,033.58        | 1,093.20       |
|                  | {Isabela.....         | 502.25         | 497.53          | 475.95          | 564.60         |
|                  |                       | 1,575.83       | 1,568.08        | 1,509.53        | 1,657.80       |
| 15               | {Arecibo.....         | 1,398.48       | 1,510.70        | 1,415.48        | 1,463.65       |
|                  | {Lares.....           | 358.75         | 409.75          | 423.95          | 555.30         |
|                  |                       | 1,757.23       | 1,920.45        | 1,839.43        | 2,018.95       |
| 16               | {Adjuntas.....        | 341.80         | 331.25          | 331.35          | 361.90         |
|                  | {Utua.....            | 744.00         | 777.03          | 818.15          | 871.80         |
|                  |                       | 1,085.80       | 1,108.28        | 1,149.50        | 1,233.70       |
| 17               | {Ciales.....          | 354.10         | 400.00          | 411.68          | 481.95         |
|                  | {Manati.....          | 733.25         | 732.23          | 716.88          | 702.28         |
|                  | {Morovis.....         | 380.88         | 400.63          | 414.35          | 430.43         |
|                  |                       | 1,468.23       | 1,532.85        | 1,542.90        | 1,614.65       |
| 18               | {Toa Alta.....        | 731.15         | 814.88          | 813.30          | 849.43         |
|                  | {Vega Baja.....       | 589.08         | 603.93          | 593.25          | 639.03         |
|                  |                       | 1,320.23       | 1,418.80        | 1,406.55        | 1,488.45       |
| 19               | {Bayamón.....         | 1,644.80       | 1,880.20        | 1,835.18        | 1,997.05       |
|                  | Average.....          | 31,003.05      | 32,300.00       | 31,475.28       | 32,640.68      |
|                  | SPECIAL SCHOOLS.      |                |                 |                 |                |
|                  | Insular normal a..... |                |                 |                 |                |
|                  | Modelo.....           |                |                 |                 |                |
|                  | High and graded.....  | 664.80         | 661.25          | 685.23          | 711.43         |
|                  | Industrial.....       | 63.90          | 123.58          | 155.78          | 165.65         |
|                  | Night.....            | 559.35         | 1,088.70        | 1,121.70        | 1,021.35       |
|                  | Kindergarten.....     | 168.45         | 244.33          | 265.33          | 287.43         |

a Statistics incomplete.

TABLE IV.—Average number of pupils taught each day: by months, by school districts, by municipalities; and total average for the common schools; also the same for the special schools—Continued.

| School district. | Municipality.          | February, 1903. | March, 1903. | April, 1903. |
|------------------|------------------------|-----------------|--------------|--------------|
| 1                | {Rio Piedras .....     | 556.88          | 525.53       | 479.25       |
|                  | {San Juan .....        | 1,343.25        | 1,333.10     | 1,200.93     |
|                  |                        | 1,900.13        | 1,858.63     | 1,680.18     |
| 2                | {Carolina .....        | 914.03          | 935.25       | 847.03       |
|                  | {Rio Grande .....      | 1,052.00        | 1,061.45     | 1,075.98     |
|                  |                        | 1,966.03        | 1,996.70     | 1,923.00     |
| 3                | {Fajardo .....         | 768.65          | 753.00       | 748.48       |
|                  | {Naguabo .....         | 391.08          | 467.43       | 454.13       |
|                  | {Vieques .....         | 354.10          | 379.75       | 388.45       |
|                  |                        | 1,513.83        | 1,600.18     | 1,591.05     |
| 4                | {Humacao .....         | 634.55          | 620.20       | 576.78       |
|                  | {San Lorenzo .....     | 646.20          | 681.23       | 621.68       |
|                  | {Yabucoa .....         | 438.58          | 453.45       | 497.98       |
|                  |                        | 1,769.33        | 1,754.88     | 1,696.43     |
| 5                | {Aguas Buenas .....    | 221.80          | 198.38       | 185.58       |
|                  | {Caguas .....          | 1,025.35        | 1,010.13     | 999.20       |
|                  | {Cayey .....           | 743.90          | 836.18       | 964.50       |
|                  |                        | 1,991.05        | 2,095.18     | 2,149.28     |
| 6                | {Guayama .....         | 922.79          | 989.98       | 1,013.50     |
|                  | {Patillas .....        | 255.23          | 283.93       | 303.83       |
|                  |                        | 1,178.13        | 1,273.90     | 1,367.33     |
| 7                | {Aibonito .....        | 334.45          | 398.45       | 491.33       |
|                  | {Barros .....          | 697.28          | 792.38       | 947.83       |
|                  | {Comerio .....         | 394.03          | 456.08       | 484.70       |
|                  |                        | 1,425.75        | 1,646.90     | 1,923.85     |
| 8                | {Coamo .....           | 865.38          | 925.90       | 1,130.38     |
|                  | {Juana Diaz .....      | 738.78          | 734.50       | 761.45       |
|                  | {Santa Isabel .....    | 162.00          | 234.70       | 345.13       |
|                  |                        | 1,766.15        | 1,895.10     | 2,236.95     |
| 9                | {Ponce .....           | 2,030.30        | 2,451.50     | 2,732.63     |
| 10               | {Lajas .....           | 391.00          | 411.60       | 429.75       |
|                  | {Sabana Grande .....   | 625.45          | 594.05       | 632.95       |
|                  | {Yauco .....           | 1,033.25        | 1,004.73     | 1,090.20     |
|                  |                        | 2,099.78        | 2,010.38     | 2,152.90     |
| 11               | {Cabo Rojo .....       | 694.85          | 715.20       | 734.88       |
|                  | {Maricao .....         | 185.18          | 211.75       | 194.83       |
|                  | {San German .....      | 893.20          | 942.88       | 963.15       |
|                  |                        | 1,773.23        | 1,869.83     | 1,892.85     |
| 12               | {Añasco .....          | 655.70          | 666.23       | 861.85       |
|                  | {Las Marias .....      | 302.10          | 328.58       | 309.68       |
|                  | {Mayaguez .....        | 1,329.15        | 1,419.08     | 1,450.63     |
|                  |                        | 2,286.95        | 2,413.88     | 2,442.15     |
| 13               | {Aguada .....          | 313.15          | 263.50       | 303.80       |
|                  | {Aguadilla .....       | 1,128.85        | 1,012.35     | 1,033.03     |
|                  | {San Sebastian .....   | 665.10          | 620.98       | 668.20       |
|                  |                        | 2,107.10        | 1,896.83     | 2,005.03     |
| 14               | {Camuy .....           | 1,170.65        | 1,220.90     | 1,183.58     |
|                  | {Isabela .....         | 576.73          | 524.33       | 565.83       |
|                  |                        | 1,747.38        | 1,745.23     | 1,749.40     |
| 15               | {Arecibo .....         | 1,549.85        | 1,539.63     | 1,521.53     |
|                  | {Lares .....           | 651.55          | 648.95       | 631.75       |
|                  |                        | 2,201.40        | 2,188.58     | 2,153.28     |
| 16               | {Adjuntas .....        | 416.73          | 667.05       | 673.80       |
|                  | {Utüado .....          | 1,016.65        | 1,163.05     | 1,282.90     |
|                  |                        | 1,433.38        | 1,830.10     | 1,956.70     |
| 17               | {Ciales .....          | 534.45          | 610.35       | 636.73       |
|                  | {Manati .....          | 765.48          | 852.63       | 821.98       |
|                  | {Morovis .....         | 452.23          | 435.23       | 456.13       |
|                  |                        | 1,752.15        | 1,898.20     | 1,914.83     |
| 18               | {Toa Alta .....        | 908.10          | 948.55       | 846.48       |
|                  | {Vega Baja .....       | 664.20          | 728.23       | 728.45       |
|                  |                        | 1,572.30        | 1,676.78     | 1,574.93     |
| 19               | {Bayamón .....         | 2,074.15        | 2,107.35     | 1,957.35     |
|                  | Average .....          | 34,538.48       | 36,210.08    | 37,100.08    |
|                  | SPECIAL SCHOOLS.       |                 |              |              |
|                  | Insular normal a ..... |                 |              |              |
|                  | Model a .....          |                 |              |              |
|                  | High and graded .....  | 671.45          | 674.70       | 595.05       |
|                  | Industrial .....       | 162.13          | 175.50       | 171.83       |
|                  | Night .....            | 1,032.85        | 1,009.55     | 1,015.40     |
|                  | Kindergarten .....     | 263.25          | 239.75       | 238.30       |

a Statistics incomplete.

TABLE IV.—Average number of pupils taught each day: by months, by school districts, by municipalities; and total average for the common schools; also the same for the special schools—Continued.

| School district. | Municipality.                     | May, 1903. | June, 1903. | Average for the year. |
|------------------|-----------------------------------|------------|-------------|-----------------------|
| 1                | Rio Piedras .....                 | 538.98     | 494.45      | 502.52                |
|                  | San Juan .....                    | 1,435.05   | 1,390.05    | 1,375.73              |
|                  |                                   | 1,974.03   | 1,884.50    | 1,878.25              |
| 2                | Carolina .....                    | 901.85     | 873.50      | 912.70                |
|                  | Rio Grande .....                  | 1,107.18   | 1,002.93    | 1,039.10              |
|                  |                                   | 2,009.03   | 1,981.43    | 1,951.80              |
| 3                | Fajardo .....                     | 770.80     | 771.85      | 759.64                |
|                  | Naguabo .....                     | 421.58     | 360.33      | 359.52                |
|                  | Vieques .....                     | 369.20     | 378.90      | 358.72                |
|                  |                                   | 1,561.58   | 1,511.08    | 1,477.88              |
| 4                | Humacao .....                     | 577.80     | 568.68      | 578.86                |
|                  | San Lorenzo .....                 | 657.38     | 675.83      | 630.98                |
|                  | Yabucoa .....                     | 520.83     | 470.25      | 424.95                |
|                  |                                   | 1,756.00   | 1,714.75    | 1,634.79              |
| 5                | Aguas Buenas .....                | 195.60     | 170.28      | 199.00                |
|                  | Caguas .....                      | 1,013.38   | 1,035.18    | 1,023.04              |
|                  | Cayey .....                       | 939.60     | 950.60      | 778.53                |
|                  |                                   | 2,198.58   | 2,156.05    | 2,000.57              |
| 6                | Guayama .....                     | 993.55     | 922.85      | 965.24                |
|                  | Patillas .....                    | 367.13     | 295.13      | 267.16                |
|                  |                                   | 1,360.68   | 1,217.98    | 1,232.40              |
| 7                | Aibonito .....                    | 488.70     | 464.85      | 387.47                |
|                  | Barros .....                      | 1,048.13   | 1,018.28    | 795.37                |
|                  | Comerio .....                     | 477.68     | 465.25      | 421.49                |
|                  |                                   | 2,014.50   | 1,948.38    | 1,604.34              |
| 8                | Coamo .....                       | 1,075.28   | 1,054.68    | 922.63                |
|                  | Juana Diaz .....                  | 734.28     | 725.85      | 695.92                |
|                  | Santa Isabel .....                | 330.33     | 341.40      | 236.71                |
|                  |                                   | 2,139.88   | 2,121.93    | 1,855.26              |
| 9                | Ponce .....                       | 2,698.70   | 2,672.35    | 2,248.74              |
| 10               | Lajas .....                       | 417.55     | 416.95      | 426.96                |
|                  | Sabana Grande .....               | 582.20     | 630.55      | 608.80                |
|                  | Yauco .....                       | 1,127.38   | 1,103.40    | 1,073.45              |
|                  |                                   | 2,127.13   | 2,155.90    | 2,109.20              |
| 11               | Cabo Rojo .....                   | 695.13     | 681.30      | 692.78                |
|                  | Maricao .....                     | 209.63     | 196.68      | 160.61                |
|                  | San German .....                  | 920.20     | 865.50      | 871.07                |
|                  |                                   | 1,824.95   | 1,743.48    | 1,724.47              |
| 12               | Añasco .....                      | 633.33     | 590.90      | 618.48                |
|                  | Las Marias .....                  | 331.25     | 316.13      | 249.72                |
|                  | Mayaguez .....                    | 1,390.10   | 1,336.45    | 1,406.36              |
|                  |                                   | 2,354.68   | 2,243.48    | 2,274.56              |
| 13               | Aguada .....                      | 285.48     | 284.03      | 306.26                |
|                  | Aguadilla .....                   | 1,022.70   | 965.85      | 1,053.29              |
|                  | San Sebastian .....               | 649.08     | 591.48      | 579.22                |
|                  |                                   | 1,957.25   | 1,841.35    | 1,938.77              |
| 14               | Camuy .....                       | 1,142.45   | 1,075.95    | 1,118.27              |
|                  | Isabela .....                     | 561.95     | 521.85      | 532.33                |
|                  |                                   | 1,704.40   | 1,597.80    | 1,650.60              |
| 15               | Arecibo .....                     | 1,468.55   | 1,471.35    | 1,482.13              |
|                  | Lares .....                       | 591.25     | 563.75      | 537.22                |
|                  |                                   | 2,059.80   | 2,035.10    | 2,019.36              |
| 16               | Adjuntas .....                    | 651.05     | 633.45      | 489.82                |
|                  | Utua .....                        | 1,246.73   | 1,187.93    | 1,012.03              |
|                  |                                   | 1,897.78   | 1,821.38    | 1,501.84              |
| 17               | Ciales .....                      | 653.50     | 608.25      | 410.11                |
|                  | Manati .....                      | 834.45     | 783.05      | 771.36                |
|                  | Morovis .....                     | 429.25     | 423.25      | 424.71                |
|                  |                                   | 1,917.20   | 1,814.55    | 1,606.17              |
| 18               | Toa Alta .....                    | 890.80     | 831.48      | 848.24                |
|                  | Vega Baja .....                   | 822.75     | 758.48      | 680.82                |
|                  |                                   | 1,713.55   | 1,589.95    | 1,529.06              |
| 19               | Bayamón .....                     | 2,048.35   | 1,858.33    | 1,933.64              |
|                  | Average .....                     | 37,318.03  | 35,859.73   | 34,271.71             |
|                  | SPECIAL SCHOOLS.                  |            |             |                       |
|                  | Insular normal <sup>a</sup> ..... |            |             |                       |
|                  | Model <sup>a</sup> .....          |            |             |                       |
|                  | High and graded .....             | 679.98     | 606.78      | 661.73                |
|                  | Industrial .....                  | 179.23     | 169.05      | 151.85                |
|                  | Night .....                       | 1,023.80   | 972.75      | 980.82                |
|                  | Kindergarten .....                | 230.65     | 225.45      | 240.33                |

<sup>a</sup>Statistics incomplete.

TABLE V.—Average number of days each school was kept: by school districts, by municipalities, and average for the whole island for the common schools; also the same for the special schools.

| School district. | Municipality.  | October, 1902.          | November, 1902.         | December, 1902.         | January, 1903.          |
|------------------|--|-------------------------|-------------------------|-------------------------|-------------------------|
| 1                | (Río Piedras.....<br>(San Juan.....                    | 19.77<br>19.41          | 18.84<br>18.97          | 17.38<br>19.00          | 18.89<br>19.97          |
| 2                | (Carolina.....<br>(Río Grande.....                     | 19.74<br>18.76          | 19.00<br>19.04          | 17.91<br>18.08          | 19.17<br>19.70          |
| 3                | (Fajardo.....<br>(Naguabo.....<br>(Vieques.....        | 17.25<br>19.28<br>19.00 | 18.55<br>19.00<br>18.9  | 17.9<br>16.37<br>17.45  | 18.60<br>19.50<br>20.00 |
| 4                | (Humacao.....<br>(San Lorenzo.....<br>(Yabucoa.....    | 19.73<br>19.19<br>18.45 | 18.06<br>18.42<br>18.6  | 18.37<br>18.61<br>16.25 | 18.94<br>19.71<br>19.27 |
| 5                | (Aguas Buenas.....<br>(Caguas.....<br>(Cayey.....      | 19.85<br>18.00<br>17.01 | 18.71<br>18.98<br>18.05 | 18.42<br>17.93<br>18.00 | 17.85<br>17.23<br>18.19 |
| 6                | (Guayama.....<br>(Patillas.....                        | 18.74<br>20.00          | 18.62<br>18.75          | 18.9<br>19.00           | 19.31<br>20.00          |
| 7                | (Aibonito.....<br>(Barros.....<br>(Comerio.....        | 19.33<br>18.95<br>19.91 | 18.88<br>18.22<br>19.00 | 17.66<br>18.00<br>17.77 | 18.22<br>18.80<br>18.63 |
| 8                | (Coamo.....<br>(Juana Díaz.....<br>(Santa Isabel.....  | 19.61<br>18.44<br>19.75 | 18.6<br>18.34<br>18.4   | 18.25<br>18.31<br>16.83 | 19.10<br>19.50<br>18.40 |
| 9                | Ponce.....   | 19.13<br>19.33          | 18.48<br>18.87          | 18.07<br>17.91          | 19.18<br>19.25          |
| 10               | (Lajas.....<br>(Sabana Grande.....<br>(Yauco.....      | 18.82<br>19.64<br>19.52 | 19.00<br>18.46<br>18.96 | 18.00<br>17.85<br>17.37 | 19.09<br>19.66<br>19.40 |
| 11               | (Cabo Rojo.....<br>(Maricao.....<br>(San German.....   | 19.61<br>20.00<br>19.92 | 18.27<br>19.16<br>19.00 | 18.5<br>18.33<br>17.6   | 19.76<br>18.42<br>19.00 |
| 12               | (Añasco.....<br>(Las Marias.....<br>(Mayaguez.....     | 19.00<br>20.00<br>19.92 | 18.83<br>19.1<br>19.02  | 18.94<br>18.7<br>19.00  | 19.50<br>19.30<br>19.84 |
| 13               | (Aguada.....<br>(Aguadilla.....<br>(San Sebastian..... | 19.8<br>19.37<br>19.94  | 18.7<br>18.16<br>19.00  | 19.00<br>18.46<br>18.52 | 18.40<br>19.03<br>18.47 |
| 14               | (Camuy.....<br>(Isabela.....                           | 20.00<br>20.00          | 18.58<br>19.07          | 18.1<br>18.3            | 18.93<br>19.33          |
| 15               | (Arecibo.....<br>(Lares.....                           | 18.18<br>18.75          | 19.00<br>19.00          | 17.82<br>18.12          | 18.63<br>19.62          |
| 16               | (Adjuntas.....<br>(Utua.....                           | 20.00<br>18.72          | 19.00<br>18.72          | 19.00<br>18.84          | 19.27<br>19.11          |
| 17               | (Ciales.....<br>(Manatí.....<br>(Morovis.....          | 19.53<br>19.95<br>19.4  | 19.2<br>17.78<br>19.1   | 19.13<br>17.76<br>18.4  | 19.86<br>18.50<br>19.80 |
| 18               | (Toa Alta.....<br>(Vega Baja.....                      | 19.94<br>17.96          | 18.23<br>18.83          | 18.18<br>18.66          | 19.57<br>20.00          |
| 19               | Bayamón.....   | 18.79<br>17.5           | 18.48<br>18.96          | 18.38<br>17.9           | 19.75<br>19.61          |
|                  | Average.....   | 19.07                   | 18.74                   | 18.50                   | 19.26                   |
|                  | SPECIAL SCHOOLS.                                       |                         |                         |                         |                         |
|                  | Insular normal <sup>a</sup> .....                      |                         |                         |                         |                         |
|                  | Model <sup>a</sup> .....                               |                         |                         |                         |                         |
|                  | High.....  | 18.95                   | 18.23                   | 18.80                   | 19.73                   |
|                  | Industrial.....  | 20.00                   | 17.60                   | 18.40                   | 20.00                   |
|                  | Night.....   | 13.24                   | 17.27                   | 17.46                   | 18.20                   |
|                  | Kindergarten.....                                      | 18.60                   | 19.11                   | 18.30                   | 19.80                   |

<sup>a</sup>Statistics incomplete.



TABLE V.—Average number of days each school was kept: by school districts, by municipalities, and average for the whole island for the common schools; also the same for the special schools—Continued.

| School district. | Municipality.                     | February, 1903. | March, 1903. | April, 1903. |
|------------------|-----------------------------------|-----------------|--------------|--------------|
| 1                | Rio Piedras .....                 | 18.92           | 18.35        | 17.28        |
|                  | San Juan .....                    | 18.65           | 18.75        | 17.00        |
|                  |                                   | 18.73           | 18.65        | 17.08        |
| 2                | Carolina .....                    | 18.95           | 18.20        | 18.52        |
|                  | Rio Grande .....                  | 18.91           | 19.63        | 19.64        |
|                  |                                   | 18.93           | 19.12        | 19.10        |
| 3                | Fajardo .....                     | 18.47           | 18.26        | 19.16        |
|                  | Naguabo .....                     | 17.70           | 19.00        | 18.72        |
|                  | Vieques .....                     | 18.30           | 19.20        | 18.13        |
|                  |                                   | 18.23           | 18.70        | 18.80        |
| 4                | Humacao .....                     | 18.50           | 19.00        | 19.05        |
|                  | San Lorenzo .....                 | 18.80           | 19.04        | 19.05        |
|                  | Yabucoa .....                     | 18.83           | 19.00        | 19.61        |
|                  |                                   | 18.70           | 19.02        | 19.19        |
| 5                | Agua8 Buenas .....                | 19.00           | 17.85        | 18.71        |
|                  | Caguas .....                      | 18.45           | 18.93        | 18.70        |
|                  | Cayey .....                       | 18.61           | 17.68        | 19.37        |
|                  |                                   | 18.57           | 17.84        | 18.67        |
| 6                | Guayama .....                     | 17.77           | 17.81        | 19.84        |
|                  | Patillas .....                    | 19.12           | 18.44        | 20.00        |
|                  |                                   | 18.05           | 17.95        | 19.89        |
| 7                | Aibonito .....                    | 18.11           | 16.66        | 19.56        |
|                  | Barros .....                      | 18.28           | 17.62        | 18.29        |
|                  | Comerio .....                     | 18.00           | 18.53        | 19.83        |
|                  |                                   | 18.17           | 17.63        | 18.98        |
| 8                | Coamo .....                       | 19.00           | 17.30        | 19.91        |
|                  | Juana Diaz .....                  | 17.61           | 18.03        | 19.50        |
|                  | Santa Isabel .....                | 16.00           | 14.62        | 18.66        |
|                  |                                   | 18.07           | 17.24        | 19.55        |
| 9                | Ponce .....                       | 18.77           | 17.27        | 19.53        |
| 10               | Lajas .....                       | 17.72           | 18.63        | 19.81        |
|                  | Sabana Grande .....               | 18.73           | 17.93        | 19.80        |
|                  | Yauco .....                       | 18.59           | 17.18        | 19.70        |
|                  |                                   | 18.45           | 17.69        | 19.75        |
| 11               | Cabo Rojo .....                   | 18.94           | 18.83        | 20.00        |
|                  | Maricao .....                     | 19.00           | 19.85        | 18.71        |
|                  | San German .....                  | 18.88           | 18.72        | 19.68        |
|                  |                                   | 18.92           | 18.92        | 19.66        |
| 12               | Añasco .....                      | 18.42           | 18.94        | 19.89        |
|                  | Las Marias .....                  | 19.00           | 19.40        | 20.00        |
|                  | Mayaguez .....                    | 19.00           | 18.82        | 19.74        |
|                  |                                   | 18.84           | 18.94        | 19.82        |
| 13               | Aguada .....                      | 18.40           | 16.10        | 20.00        |
|                  | Aguadilla .....                   | 18.87           | 17.83        | 18.74        |
|                  | San Sebastian .....               | 18.82           | 17.52        | 19.41        |
|                  |                                   | 18.78           | 17.45        | 19.15        |
| 14               | Camuy .....                       | 18.81           | 18.90        | 19.81        |
|                  | Isabela .....                     | 18.86           | 18.33        | 19.43        |
|                  |                                   | 18.83           | 18.72        | 19.69        |
| 15               | Arecibo .....                     | 18.66           | 18.69        | 19.30        |
|                  | Lares .....                       | 18.62           | 19.06        | 19.75        |
|                  |                                   | 18.65           | 18.76        | 19.43        |
| 16               | Adjuntas .....                    | 14.86           | 19.17        | 19.76        |
|                  | Utua8o .....                      | 17.46           | 17.34        | 19.56        |
|                  |                                   | 16.56           | 17.98        | 19.63        |
| 17               | Ciales .....                      | 19.40           | 17.88        | 19.29        |
|                  | Manati .....                      | 17.42           | 18.57        | 18.33        |
|                  | Morovis .....                     | 19.00           | 18.50        | 20.00        |
|                  |                                   | 18.41           | 18.31        | 19.02        |
| 18               | Toa Alta .....                    | 18.92           | 19.00        | 17.96        |
|                  | Vega Baja .....                   | 18.31           | 17.85        | 17.90        |
|                  |                                   | 18.66           | 18.50        | 17.91        |
| 19               | Bayamón .....                     | 18.50           | 18.51        | 17.73        |
|                  | Average .....                     | 18.51           | 18.41        | 19.11        |
|                  | SPECIAL SCHOOLS.                  |                 |              |              |
|                  | Insular normal <sup>a</sup> ..... |                 |              |              |
|                  | Model <sup>a</sup> .....          |                 |              |              |
|                  | High .....                        | 19.00           | 18.95        | 16.97        |
|                  | Industrial .....                  | 19.00           | 19.00        | 18.33        |
|                  | Night .....                       | 18.09           | 17.87        | 18.80        |
|                  | Kindergarten .....                | 17.88           | 18.41        | 18.25        |

<sup>a</sup> Statistics incomplete.

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TABLE V.—Average number of days each school was kept: by school districts, by municipalities, and average for the whole island for the common schools; also the same for the special schools—Continued.

| School district. | Municipality.                     | May, 1903. |       | June, 1903. |       | Average for the school year. |        |
|------------------|-----------------------------------|------------|-------|-------------|-------|------------------------------|--------|
| 1                | {Río Piedras .....                | 19.78      |       | 18.57       |       | 167.82                       |        |
|                  | {San Juan .....                   | 20.00      |       | 20.00       |       | 177.32                       |        |
| 2                | {Carolina .....                   | 19.69      | 19.95 | 19.82       | 19.64 | 171.43                       | 174.92 |
|                  | {Río Grande .....                 | 19.84      |       | 19.72       |       | 173.42                       |        |
| 3                | {Fajardo .....                    | 19.26      | 19.77 | 19.52       | 19.77 | 166.86                       | 172.45 |
|                  | {Naguabo .....                    | 19.90      |       | 17.80       |       | 167.27                       |        |
|                  | {Vieques .....                    | 18.00      |       | 20.00       |       | 169.07                       |        |
| 4                | {Humacao .....                    | 19.47      | 19.05 | 19.47       | 19.23 | 170.59                       | 167.57 |
|                  | {San Lorenzo .....                | 20.00      |       | 19.70       |       | 172.50                       |        |
|                  | {Yabucoa .....                    | 19.92      |       | 18.84       |       | 168.98                       |        |
| 5                | {Aguas Buenas .....               | 19.28      | 19.80 | 19.50       | 19.40 | 169.11                       | 170.75 |
|                  | {Caguas .....                     | 19.38      |       | 19.16       |       | 168.82                       |        |
|                  | {Cayey .....                      | 19.65      |       | 19.80       |       | 167.24                       |        |
| 6                | {Guayama .....                    | 19.59      | 19.48 | 19.12       | 19.46 | 169.77                       | 168.26 |
|                  | {Patillas .....                   | 20.00      |       | 19.77       |       | 175.26                       |        |
| 7                | {Aibonito .....                   | 19.16      | 19.68 | 19.08       | 19.27 | 166.84                       | 170.93 |
|                  | {Barros .....                     | 19.59      |       | 19.33       |       | 167.41                       |        |
|                  | {Comerio .....                    | 19.61      |       | 19.38       |       | 171.76                       |        |
| 8                | {Coamo .....                      | 19.95      | 19.50 | 19.70       | 19.29 | 171.66                       | 168.42 |
|                  | {Juana Díaz .....                 | 19.38      |       | 19.16       |       | 168.63                       |        |
|                  | {Santa Isabel .....               | 19.75      |       | 20.00       |       | 162.47                       |        |
| 9                | {Ponce .....                      |            | 19.72 |             | 19.58 |                              | 169.19 |
|                  |                                   |            | 19.80 |             | 19.05 |                              | 171.58 |
| 10               | {Lajas .....                      | 19.54      | 19.25 | 19.18       | 19.23 | 169.82                       | 170.19 |
|                  | {Sabana Grande .....              | 18.86      |       | 19.40       |       | 170.39                       |        |
|                  | {Yauco .....                      | 19.33      |       | 19.14       |       | 170.22                       |        |
| 11               | {Cabo Rojo .....                  | 19.44      | 19.66 | 19.16       | 19.26 | 172.56                       | 172.23 |
|                  | {Maricao .....                    | 20.00      |       | 19.57       |       | 173.10                       |        |
|                  | {San German .....                 | 19.72      |       | 19.24       |       | 171.76                       |        |
| 12               | {Añasco .....                     | 19.57      | 19.75 | 18.89       | 19.59 | 173.06                       | 174.24 |
|                  | {Las Marías .....                 | 20.00      |       | 19.91       |       | 173.54                       |        |
|                  | {Mayaguez .....                   | 19.76      |       | 19.84       |       | 174.97                       |        |
| 13               | {Aguada .....                     | 19.70      | 19.54 | 19.70       | 19.19 | 169.80                       | 169.53 |
|                  | {Aguadilla .....                  | 19.43      |       | 19.16       |       | 169.03                       |        |
|                  | {San Sebastian .....              | 19.64      |       | 18.94       |       | 170.29                       |        |
| 14               | {Camuy .....                      | 19.78      | 19.73 | 19.48       | 19.57 | 174.58                       | 172.59 |
|                  | {Isabela .....                    | 19.62      |       | 19.80       |       | 172.85                       |        |
| 15               | {Arecibo .....                    | 19.43      | 19.33 | 19.64       | 19.59 | 169.44                       | 170.00 |
|                  | {Lares .....                      | 19.06      |       | 19.43       |       | 171.44                       |        |
| 16               | {Adjuntas .....                   | 19.70      | 19.61 | 19.82       | 19.59 | 170.42                       | 169.52 |
|                  | {Utua .....                       | 19.71      |       | 19.46       |       | 169.08                       |        |
| 17               | {Ciales .....                     | 19.58      | 19.56 | 19.52       | 19.46 | 173.33                       | 170.48 |
|                  | {Manatí .....                     | 19.57      |       | 19.14       |       | 166.83                       |        |
|                  | {Morovis .....                    | 19.50      |       | 20.00       |       | 173.70                       |        |
| 18               | {Toa Alta .....                   | 19.57      | 19.61 | 18.76       | 19.02 | 168.17                       | 168.71 |
|                  | {Vega Baja .....                  | 19.66      | 19.92 | 19.33       | 18.50 | 169.42                       | 167.19 |
| 19               | Bayamón .....                     |            |       |             |       |                              |        |
|                  | Average .....                     |            | 19.63 |             | 19.35 |                              | 170.85 |
|                  | SPECIAL SCHOOLS.                  |            |       |             |       |                              |        |
|                  | Insular normal <sup>a</sup> ..... |            |       |             |       |                              |        |
|                  | Model <sup>a</sup> .....          |            |       |             |       |                              |        |
|                  | High .....                        |            | 19.69 |             | 19.54 |                              | 169.83 |
|                  | Industrial .....                  |            | 20.00 |             | 19.66 |                              | 171.72 |
|                  | Night .....                       |            | 19.32 |             | 19.00 |                              | 161.10 |
|                  | Kindergarten .....                |            | 19.25 |             | 19.62 |                              | 169.74 |

<sup>a</sup>Statistics incomplete.

TABLE VI.—Average daily per cent of attendance: by months, by school districts, by municipalities, and the total average for the island for the common schools; also the same for the special schools.

| School district. | Municipality.                     | 1902. |       |       | 1903. |       |       |       |       |       | Average for the year. |
|------------------|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------------------|
|                  |                                   | Oct.  | Nov.  | Dec.  | Jan.  | Feb.  | Mar.  | Apr.  | May.  | June. |                       |
| 1                | (Rio Piedras.....                 | 91.93 | 87.37 | 86.68 | 82.52 | 89.00 | 86.88 | 85.38 | 85.21 | 79.30 | 85.96                 |
|                  | (San Juan.....                    | 93.97 | 91.60 | 91.33 | 87.66 | 88.63 | 88.31 | 87.99 | 89.48 | 88.52 | 89.82                 |
| 2                | (Carolina.....                    | 94.48 | 90.26 | 88.88 | 84.46 | 88.43 | 86.94 | 83.10 | 84.58 | 84.13 | 87.25                 |
|                  | (Rio Grande.....                  | 93.79 | 89.46 | 86.35 | 79.59 | 85.54 | 84.67 | 82.87 | 85.00 | 81.82 | 85.43                 |
|                  | (Pajardo.....                     | 95.06 | 92.60 | 88.28 | 84.18 | 91.68 | 91.17 | 91.49 | 90.68 | 90.42 | 90.60                 |
| 3                | (Naguabo.....                     | 88.71 | 88.16 | 88.66 | 82.54 | 93.24 | 93.08 | 92.16 | 90.90 | 89.22 | 90.05                 |
|                  | (Vieques.....                     | 80.71 | 84.85 | 75.92 | 75.26 | 85.22 | 84.37 | 85.11 | 66.25 | 86.66 | 82.74                 |
|                  | (Humacao.....                     | 90.90 | 81.07 | 83.12 | 73.09 | 82.86 | 81.68 | 78.11 | 78.53 | 79.04 | 80.74                 |
| 4                | (San Lorenzo.....                 | 87.62 | 77.95 | 79.29 | 73.67 | 79.28 | 80.47 | 75.87 | 77.89 | 75.00 | 78.60                 |
|                  | (Yabucoa.....                     | 90.33 | 82.88 | 76.61 | 69.19 | 83.96 | 85.38 | 84.71 | 85.35 | 84.38 | 82.64                 |
|                  | (Aguas Buenas.....                | 89.47 | 85.79 | 77.81 | 74.16 | 78.94 | 74.93 | 70.59 | 74.01 | 73.99 | 77.80                 |
| 5                | (Caguas.....                      | 90.88 | 84.68 | 82.62 | 75.52 | 80.75 | 79.72 | 77.43 | 78.20 | 78.47 | 80.88                 |
|                  | (Cayey.....                       | 92.55 | 87.22 | 84.86 | 80.60 | 83.33 | 82.86 | 80.63 | 80.68 | 80.61 | 83.09                 |
| 6                | (Guayama.....                     | 88.43 | 82.57 | 82.31 | 73.22 | 80.29 | 82.09 | 80.68 | 79.70 | 78.25 | 80.81                 |
|                  | (Patillas.....                    | 90.23 | 81.76 | 80.08 | 77.82 | 81.79 | 81.96 | 81.37 | 81.67 | 79.82 | 81.14                 |
|                  | (Aibonito.....                    | 89.93 | 87.95 | 84.66 | 78.21 | 86.81 | 87.90 | 87.21 | 86.61 | 84.13 | 85.68                 |
| 7                | (Barros.....                      | 91.39 | 83.18 | 87.17 | 78.69 | 84.41 | 83.37 | 84.02 | 85.41 | 85.65 | 84.77                 |
|                  | (Comerio.....                     | 92.64 | 88.65 | 84.93 | 80.47 | 88.12 | 88.43 | 85.20 | 86.20 | 84.12 | 86.50                 |
|                  | (Coamo.....                       | 84.60 | 84.77 | 83.79 | 76.84 | 82.37 | 88.34 | 86.50 | 83.41 | 81.27 | 83.86                 |
| 8                | (Juana Diaz.....                  | 88.29 | 84.32 | 84.61 | 77.83 | 87.91 | 85.20 | 83.33 | 80.59 | 82.49 | 83.85                 |
|                  | (Santa Isabe.....                 | 81.91 | 89.12 | 83.28 | 81.12 | 83.51 | 90.04 | 84.69 | 84.01 | 83.70 | 84.40                 |
| 9                | (Ponce.....                       | 91.83 | 89.85 | 91.08 | 90.44 | 94.29 | 93.94 | 91.92 | 90.37 | 93.20 | 91.94                 |
|                  | (Lajas.....                       | 93.29 | 91.65 | 88.05 | 80.13 | 81.22 | 84.58 | 81.79 | 80.57 | 82.64 | 84.90                 |
| 10               | (Sabana Grande.....               | 94.08 | 93.55 | 92.02 | 85.11 | 89.66 | 90.93 | 89.93 | 87.96 | 92.71 | 90.74                 |
|                  | (Yauco.....                       | 90.00 | 86.75 | 87.61 | 79.57 | 85.52 | 86.77 | 85.49 | 86.45 | 87.24 | 86.16                 |
|                  | (Cabo Rojo.....                   | 87.07 | 87.54 | 87.28 | 82.01 | 86.73 | 90.93 | 87.03 | 84.90 | 86.68 | 86.69                 |
| 11               | (Maricao.....                     | 77.26 | 68.54 | 61.92 | 70.77 | 81.45 | 81.92 | 77.56 | 78.72 | 80.46 | 75.71                 |
|                  | (San German.....                  | 85.70 | 82.53 | 80.08 | 76.38 | 83.79 | 87.99 | 83.04 | 79.36 | 77.72 | 81.73                 |
|                  | (Añasco.....                      | 87.29 | 81.18 | 81.44 | 78.72 | 83.32 | 83.91 | 71.36 | 72.23 | 72.56 | 75.65                 |
| 12               | (Las Marias.....                  | 82.01 | 72.19 | 75.77 | 76.34 | 79.12 | 79.91 | 71.36 | 72.23 | 72.56 | 75.65                 |
|                  | (Mayaguez.....                    | 80.64 | 85.18 | 86.44 | 81.63 | 79.95 | 86.31 | 83.03 | 80.39 | 78.62 | 83.32                 |
|                  | (Aguada.....                      | 91.70 | 83.74 | 85.08 | 80.50 | 81.34 | 80.62 | 79.28 | 75.22 | 73.98 | 81.27                 |
| 13               | (Aguadilla.....                   | 80.11 | 77.83 | 78.51 | 74.04 | 77.08 | 71.95 | 71.87 | 71.08 | 69.35 | 74.63                 |
|                  | (San Sebastian.....               | 82.46 | 75.37 | 75.33 | 72.85 | 84.86 | 80.90 | 78.41 | 77.18 | 72.72 | 77.79                 |
|                  | (Camuy.....                       | 90.18 | 83.42 | 81.83 | 79.61 | 84.37 | 81.85 | 81.52 | 80.04 | 75.78 | 82.03                 |
|                  | (Isabela.....                     | 85.31 | 80.63 | 78.27 | 75.04 | 78.66 | 76.11 | 73.02 | 70.80 | 70.73 | 76.21                 |
| 14               | (Arecibo.....                     | 91.45 | 87.06 | 84.40 | 79.00 | 83.50 | 82.82 | 80.22 | 78.71 | 76.44 | 82.56                 |
|                  | (Lares.....                       | 87.95 | 76.27 | 76.78 | 79.14 | 84.13 | 82.59 | 79.19 | 79.42 | 77.20 | 80.30                 |
| 15               | (Adjuntas.....                    | 89.67 | 86.91 | 86.01 | 84.49 | 91.94 | 89.66 | 86.54 | 83.69 | 84.79 | 87.05                 |
| 16               | (Ututo.....                       | 89.88 | 83.96 | 80.23 | 76.17 | 84.88 | 85.40 | 80.46 | 77.66 | 78.22 | 81.72                 |
|                  | (Ciales.....                      | 86.30 | 83.58 | 79.63 | 73.40 | 83.31 | 85.45 | 80.50 | 82.28 | 77.60 | 81.56                 |
| 17               | (Manati.....                      | 89.73 | 85.25 | 80.30 | 81.18 | 84.24 | 84.40 | 84.22 | 80.76 | 77.39 | 83.02                 |
|                  | (Morovis.....                     | 87.73 | 85.96 | 88.21 | 82.27 | 85.65 | 84.47 | 84.97 | 82.79 | 82.27 | 85.04                 |
| 18               | (Toa Alta.....                    | 87.89 | 82.97 | 80.79 | 78.04 | 83.25 | 82.76 | 80.38 | 80.73 | 83.11 | 82.16                 |
|                  | (Vega Baja.....                   | 83.43 | 87.10 | 83.36 | 78.31 | 85.83 | 86.32 | 84.37 | 82.90 | 77.60 | 83.21                 |
| 19               | (Bayamón.....                     | 86.87 | 85.14 | 85.89 | 82.76 | 86.44 | 84.76 | 82.88 | 83.69 | 81.12 | 84.36                 |
|                  | Average.....                      | 89.00 | 85.05 | 83.97 | 78.62 | 84.88 | 85.09 | 82.99 | 82.33 | 81.55 | 83.81                 |
|                  | SPECIAL SCHOOLS.                  |       |       |       |       |       |       |       |       |       |                       |
|                  | Insular normal <sup>a</sup> ..... |       |       |       |       |       |       |       |       |       |                       |
|                  | Model <sup>a</sup> .....          |       |       |       |       |       |       |       |       |       |                       |
|                  | High.....                         | 95.61 | 93.37 | 93.97 | 92.62 | 92.60 | 93.83 | 92.80 | 94.14 | 94.53 | 93.69                 |
|                  | Industrial.....                   | 92.14 | 94.84 | 92.44 | 91.74 | 88.74 | 91.49 | 86.07 | 86.24 | 88.94 | 90.00                 |
|                  | Night.....                        | 87.20 | 81.64 | 78.29 | 72.46 | 78.09 | 79.08 | 77.69 | 77.18 | 76.25 | 78.18                 |
|                  | Kindergarten.....                 | 82.15 | 72.77 | 80.03 | 73.72 | 79.00 | 76.46 | 78.17 | 76.32 | 79.09 | 77.38                 |

<sup>a</sup> Statistics incomplete.

TABLE VII.—*Total enrollment, excluding reenrollments or duplicates: for the common schools and for the special schools, and total for both the common and the special schools.*

| Month.           | Pupils enrolled as attending at the end of each school month. | Pupils admitted during each school month. | Pupils that left during each school month. | Pupils enrolled from beginning of school year to end of each school month. | Pupils that were reenrolled during each school month. |
|------------------|---|---|--|--|---|
| 1902.            |   |   |  |  |   |
| October.....     | 38,896  | 39,908                                    | 1,012                                      | 39,908   | .....   |
| November.....    | 41,076  | 4,840                                     | 2,660                                      | 44,748   | 222   |
| December.....    | 42,167  | 2,576                                     | 1,485                                      | 47,324   | 241   |
| 1903.            |   |   |  |  |   |
| January.....     | 43,956  | 4,582                                     | 2,693                                      | 51,906   | 541   |
| February.....    | 45,317  | 3,672                                     | 2,411                                      | 55,578   | 525   |
| March.....       | 47,809  | 4,101                                     | 1,609                                      | 59,679   | 1,487   |
| April.....       | 48,125  | 2,389                                     | 2,073                                      | 62,068   | 936   |
| May.....         | 47,716  | 1,399                                     | 1,808                                      | 63,467   | 664   |
| June.....        | 46,846  | 572                                       | 1,442                                      | 64,039   | 355   |
| Total.....       | $\alpha$ 44,657   | 64,039                                    | 17,193                                     | 64,039   | 4,971   |
| SPECIAL SCHOOLS. |   |   |  |  |   |
| 1902.            |   |   |  |  |   |
| October.....     | 2,167   | 2,307                                     | 140  | 2,307  | .....   |
| November.....    | 3,011   | 1,197                                     | 353  | 3,504  | 6   |
| December.....    | 3,088   | 473                                       | 396  | 3,977  | 16  |
| 1903.            |   |   |  |  |   |
| January.....     | 3,188   | 617                                       | 517  | 4,594  | 42  |
| February.....    | 3,046   | 364                                       | 506  | 4,958  | 72  |
| March.....       | 3,099   | 385                                       | 332  | 5,343  | 112   |
| April.....       | 3,038   | 338                                       | 399  | 5,681  | 54  |
| May.....         | 2,991   | 295                                       | 342  | 5,976  | 52  |
| June.....        | 2,932   | 201                                       | 260  | 6,177  | 31  |
| Total.....       | 2,951   | 6,177                                     | 3,245                                      | 6,177  | 385   |
| Aggregate.....   | $\alpha$ 47,608   | 70,216                                    | 20,438                                     | 70,216   | 5,356   |

 $\alpha$  Average number of pupils enrolled as attending at the end of each school month.

TABLE VIII.—*Total and school population: by school districts, by municipalities; and per cent of school population enrolled as attending in the common schools; and per cent of school population attending at the end of the year; by school districts; and average age of all pupils attending during the year, by municipalities, and average age of all pupils attending the special schools.*

| School district. | Municipality.  | Total population.          |                            | Total population of school age (5 to 18 years). |                           |
|------------------|--|----------------------------|----------------------------|---|---------------------------|
|                  |  | Census of 1899.            | Estimated, 1903.           | Census of 1899.                                 | Estimated, 1903.          |
| 1                | {Rio Piedras.....<br>{San Juan.....                    | 13,760<br>32,048           | 14,448<br>33,650           | 4,505<br>8,886                                  | 5,271<br>10,397           |
| 2                | {Carolina.....<br>{Rio Grande.....                     | 17,648<br>24,887           | 18,531<br>26,131           | 6,193<br>8,790                                  | 7,246<br>10,284           |
| 3                | {Fajardo.....<br>{Naguabo.....<br>{Vieques.....        | 16,782<br>10,873<br>6,642  | 17,621<br>11,417<br>6,974  | 5,914<br>4,006<br>2,066                         | 6,920<br>4,687<br>2,417   |
| 4                | {Humacao.....<br>{San Lorenzo.....<br>{Yabucoa.....    | 22,915<br>21,862<br>20,126 | 24,061<br>22,955<br>21,132 | 7,572<br>7,649<br>6,632                         | 8,859<br>8,949<br>7,760   |
| 5                | {Aguas Buenas.....<br>{Caguas.....<br>{Cayey.....      | 7,977<br>28,557<br>21,994  | 8,376<br>29,985<br>23,093  | 2,813<br>9,763<br>7,444                         | 3,291<br>11,423<br>8,709  |
| 6                | {Guayama.....<br>{Patillas.....                        | 23,347<br>11,163           | 24,515<br>11,721           | 7,877<br>3,848                                  | 9,216<br>4,502            |
| 7                | {Aibonito.....<br>{Barros.....<br>{Comerio.....        | 8,596<br>22,948<br>8,249   | 9,026<br>24,095<br>8,662   | 3,057<br>8,235<br>2,991                         | 3,577<br>9,635<br>3,499   |
| 8                | {Coamo.....<br>{Juana Diaz.....<br>{Santa Isabel.....  | 15,144<br>27,896<br>4,858  | 15,901<br>29,291<br>5,101  | 5,407<br>9,567<br>1,640                         | 6,326<br>11,918<br>11,194 |
| 9                | {Ponce.....  | 47,898<br>77,146           | 50,293<br>81,003           | 16,614<br>24,218                                | 19,438<br>28,335          |
| 10               | {Lajas.....<br>{Sabana Grande.....<br>{Yauco.....      | 8,789<br>10,560<br>27,119  | 9,228<br>11,088<br>28,475  | 3,013<br>3,692<br>9,238                         | 3,525<br>4,320<br>10,808  |
| 11               | {Cabo Rojo.....<br>{Maricao.....<br>{San German.....   | 16,154<br>8,312<br>20,246  | 16,962<br>8,728<br>21,258  | 5,426<br>2,719<br>6,540                         | 6,349<br>3,181<br>7,652   |
| 12               | {Añasco.....<br>{Las Marias.....<br>{Mayaguez.....     | 19,952<br>11,279<br>38,915 | 20,949<br>11,843<br>40,861 | 6,798<br>3,819<br>12,018                        | 7,954<br>4,468<br>14,061  |
| 13               | {Aguada.....<br>{Aguadilla.....<br>{San Sebastian..... | 10,581<br>30,240<br>16,412 | 11,110<br>31,752<br>17,233 | 3,527<br>10,215<br>5,678                        | 4,127<br>11,951<br>6,643  |
| 14               | {Camuy.....<br>{Isabela.....                           | 28,768<br>14,888           | 30,207<br>15,632           | 9,961<br>4,942                                  | 11,655<br>5,782           |
| 15               | {Arecibo.....<br>{Lares.....                           | 36,910<br>20,883           | 38,756<br>21,927           | 12,207<br>7,067                                 | 14,282<br>8,269           |
| 16               | {Adjuntas.....<br>{Utuado.....                         | 19,484<br>43,860           | 20,458<br>46,053           | 6,911<br>15,530                                 | 8,086<br>18,170           |
| 17               | {Ciales.....<br>{Manati.....<br>{Morovis.....          | 18,115<br>23,346<br>11,309 | 19,021<br>24,513<br>11,874 | 6,588<br>8,007<br>4,095                         | 7,708<br>9,368<br>4,791   |
| 18               | {Toa Alta.....<br>{Vega Baja.....                      | 23,220<br>16,412           | 24,381<br>17,233           | 8,507<br>5,809                                  | 9,953<br>6,797            |
| 19               | {Bayamón.....  | 39,632<br>32,071           | 41,614<br>33,675           | 14,316<br>11,013                                | 16,750<br>12,885          |
|                  | Total.....   | 953,243                    | 1,000,907                  | 322,393   | 377,200                   |

TABLE VIII.—Total and school population: by school districts, by municipalities; and per cent of school population enrolled as attending in the common schools; and per cent of school population attending at the end of the year; by school districts; and average age of all pupils attending during the year: by municipalities, and average age of all pupils attending the special schools—Continued.

| School district. | Municipality. | Per cent of school population enrolled as attending at end of year. | Per cent of school population attending at end of year. | Average age of all pupils attending during year. | School district. | Municipality. | Per cent of school population enrolled as attending at end of year. | Per cent of school population attending at end of year. | Average age of all pupils attending during year. |
|------------------|---------------|---|---|--|------------------|---------------|---|---|--|
| 1                | Rio Piedras   |   |   | 10.13  | 11               | Cabo Rojo     |   |   | 10.01  |
|                  | San Juan      | 14.25   | 12.03   | 10.14  |                  | Maricao       |   |   | 9.97   |
| 2                | Carolina      |   |   | 10.14  |                  | San German    | 12.18   | 10.15   | 10.52  |
|                  | Rio Grande    | 13.47   | 11.02   | 9.92   |                  | Añasco        |   |   | 9.99   |
|                  | Fajardo       |   |   | 9.72   | 12               | Las Marias    |   |   | 9.56   |
| 3                | Naguabo       |   |   | 10.20  |                  | Mayaguez      | 10.83   | 8.43  | 9.81   |
|                  | Vieques       | 11.85   | 10.77   | 9.52   |                  | Aguada        |   |   | 11.23  |
|                  | Humacao       |   |   | 9.81   | 13               | Aguadilla     |   |   | 10.17  |
| 4                | San Lorenzo   |   |   | 9.18   |                  | San Sebastian | 11.88   | 8.11  | 9.52   |
|                  | Yabucoa       | 9.34  | 6.71  | 9.55   | 14               | Canuy         |   |   | 10.17  |
|                  | Aguas Buenas  |   |   | 9.79   |                  | Isabela       | 12.66   | 9.76  | 10.31  |
| 5                | Caguas        |   |   | 9.66   | 15               | Arecibo       |   |   | 10.33  |
|                  | Cayey         | 12.06   | 9.21  | 10.07  |                  | Lares         | 11.96   | 8.08  | 10.29  |
| 6                | Guayama       |   |   | 9.99   | 16               | Adjuntas      |   |   | 10.10  |
|                  | Patillas      | 11.59   | 8.88  | 8.99   |                  | Utua          | 8.66  | 6.93  | 9.87   |
|                  | Aibonito      |   |   | 9.84   |                  | Ciales        |   |   | 9.82   |
| 7                | Barros        |   |   | 10.49  | 17               | Manati        |   |   | 10.01  |
|                  | Comerio       | 14.22   | 11.65   | 9.36   |                  | Morovis       | 11.02   | 8.29  | 9.77   |
|                  | Coamo         |   |   | 10.11  | 18               | Toa Alta      |   |   | 9.69   |
| 8                | Juana Diaz    |   |   | 9.83   |                  | Vega Baja     | 18.58   | 9.49  | 9.62   |
|                  | Santa Isabel  | 13.73   | 10.92   | 10.77  | 19               | Bayamon       | 20.15   | 14.42   | 9.66   |
|                  | Ponce         | 10.73   | 9.43  | 10.42  |                  |               |   |   |  |
|                  | Lajas         |   |   | 10.05  |                  |               |   |   |  |
| 10               | Sabana Grande |   |   | 10.47  |                  |               |   |   |  |
|                  | Yauco         | 13.65   | 11.56   | 10.25  |                  |               |   |   |  |

## SPECIAL SCHOOLS.

|                             | Average age of pupils attending each month. |           |           |          |           |        |        |       |       | Average age of all pupils attending during year. |
|-----------------------------|---|-----------|-----------|----------|-----------|--------|--------|-------|-------|--|
|                             | October.                                    | November. | December. | January. | February. | March. | April. | May.  | June. |  |
| Insular normal <sup>a</sup> |   |           |           |          |           |        |        |       |       |  |
| Model <sup>a</sup>          |   |           |           |          |           |        |        |       |       |  |
| High                        | 12.47                                       | 12.31     | 12.30     | 12.51    | 12.70     | 12.61  | 12.53  | 12.51 | 12.92 | 12.55  |
| Industrial                  | 11.27                                       | 15.22     | 14.46     | 14.20    | 14.04     | 14.16  | 14.03  | 13.90 | 13.76 | 14.12  |
| Night                       | 17.56                                       | 18.35     | 18.50     | 18.06    | 17.25     | 16.83  | 16.68  | 16.67 | 16.40 | 17.36  |
| Kindergarten                | 5.21  | 5.05      | 5.33      | 5.53     | 5.27      | 5.10   | 5.22   | 5.29  | 5.29  | 5.26   |

<sup>a</sup>Statistics incomplete

TABLE IX.—*Number of teachers employed: by months, by school districts, and by municipalities and total for the whole island; greatest number of different teachers employed during the year: by classes, by school districts, by municipalities, and by sex and color distribution; total number of teachers employed during the year: by classes, by school districts, and by municipalities, for the common schools only.*

## NUMBER OF TEACHERS EMPLOYED EACH MONTH.

| School district. | Municipality.       | 1902. |       |       | 1903. |       |       |       |       |       |  |  |
|------------------|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--|--|
|                  |                     | Oct.  | Nov.  | Dec.  | Jan.  | Feb.  | Mar.  | Apr.  | May.  | June. |  |  |
| 1                | Rio Piedras .....   | 14    | 14    | 15    | 16    | 15    | 15    | 15    | 15    | 15    |  |  |
|                  | San Juan .....      | 51    | 51    | 51    | 51    | 52    | 54    | 54    | 53    | 53    |  |  |
| 2                | Carolina .....      | 25    | 26    | 26    | 26    | 26    | 26    | 25    | 25    | 25    |  |  |
|                  | Rio Grande .....    | 26    | 26    | 26    | 26    | 26    | 26    | 27    | 27    | 27    |  |  |
| 3                | Fajardo .....       | 21    | 23    | 21    | 23    | 20    | 20    | 20    | 20    | 20    |  |  |
|                  | Naguabo .....       | 7     | 7     | 8     | 8     | 10    | 11    | 11    | 10    | 10    |  |  |
| 4                | Vieques .....       | 11    | 12    | 12    | 12    | 11    | 11    | 13    | 13    | 12    |  |  |
|                  | Humacao .....       | 39    | 42    | 41    | 43    | 41    | 42    | 44    | 43    | 42    |  |  |
| 5                | San Lorenzo .....   | 17    | 18    | 18    | 20    | 20    | 20    | 21    | 19    | 19    |  |  |
|                  | Yabucoa .....       | 22    | 22    | 23    | 24    | 23    | 23    | 22    | 22    | 22    |  |  |
| 6                | Aguas Buenas .....  | 12    | 11    | 13    | 12    | 11    | 14    | 14    | 14    | 13    |  |  |
|                  | Caguas .....        | 7     | 7     | 7     | 7     | 7     | 6     | 7     | 7     | 7     |  |  |
| 7                | Cayey .....         | 33    | 33    | 33    | 33    | 34    | 34    | 34    | 33    | 33    |  |  |
|                  | Guayama .....       | 22    | 22    | 23    | 24    | 25    | 30    | 31    | 29    | 29    |  |  |
| 8                | Patillas .....      | 62    | 62    | 63    | 64    | 66    | 70    | 72    | 69    | 69    |  |  |
|                  | Aibonito .....      | 35    | 35    | 35    | 35    | 34    | 34    | 34    | 34    | 34    |  |  |
| 9                | Barros .....        | 8     | 8     | 8     | 9     | 10    | 10    | 10    | 10    | 9     |  |  |
|                  | Comerio .....       | 43    | 43    | 43    | 44    | 44    | 44    | 44    | 44    | 43    |  |  |
| 10               | Coamo .....         | 10    | 10    | 10    | 10    | 10    | 13    | 13    | 13    | 13    |  |  |
|                  | Juana Diaz .....    | 20    | 20    | 20    | 21    | 22    | 25    | 27    | 27    | 27    |  |  |
| 11               | Santa Isabel .....  | 12    | 12    | 12    | 12    | 12    | 14    | 14    | 14    | 14    |  |  |
|                  | Ponce .....         | 42    | 42    | 42    | 43    | 44    | 52    | 54    | 54    | 54    |  |  |
| 12               | Lajas .....         | 21    | 23    | 22    | 22    | 22    | 26    | 26    | 26    | 26    |  |  |
|                  | Sabana Grande ..... | 17    | 17    | 17    | 18    | 20    | 20    | 20    | 20    | 20    |  |  |
| 13               | Yauco .....         | 5     | 6     | 7     | 7     | 7     | 9     | 9     | 9     | 9     |  |  |
|                  | Cabo Rojo .....     | 43    | 46    | 46    | 47    | 49    | 55    | 55    | 55    | 55    |  |  |
| 14               | Maricao .....       | 65    | 63    | 63    | 65    | 66    | 81    | 81    | 81    | 81    |  |  |
|                  | San German .....    | 11    | 11    | 12    | 12    | 12    | 12    | 12    | 12    | 12    |  |  |
| 15               | Añasco .....        | 15    | 16    | 15    | 16    | 16    | 16    | 16    | 16    | 16    |  |  |
|                  | Mayaguez .....      | 30    | 30    | 30    | 30    | 30    | 30    | 30    | 31    | 31    |  |  |
| 16               | Aguaada .....       | 56    | 57    | 57    | 58    | 58    | 58    | 58    | 58    | 59    |  |  |
|                  | Las Marias .....    | 18    | 18    | 19    | 19    | 19    | 19    | 19    | 19    | 19    |  |  |
| 17               | San Sebastian ..... | 6     | 6     | 7     | 7     | 7     | 7     | 7     | 7     | 7     |  |  |
|                  | San Sebastian ..... | 27    | 27    | 27    | 27    | 27    | 27    | 27    | 27    | 27    |  |  |
| 18               | Aguadilla .....     | 51    | 51    | 53    | 53    | 53    | 53    | 53    | 53    | 53    |  |  |
|                  | Camuy .....         | 19    | 20    | 20    | 20    | 20    | 20    | 20    | 20    | 20    |  |  |
| 19               | Isabela .....       | 10    | 10    | 11    | 11    | 11    | 11    | 11    | 12    | 12    |  |  |
|                  | Adjuntas .....      | 44    | 44    | 44    | 44    | 44    | 44    | 44    | 44    | 44    |  |  |
| 20               | Utado .....         | 73    | 74    | 75    | 74    | 75    | 75    | 75    | 76    | 76    |  |  |
|                  | Manati .....        | 11    | 11    | 11    | 11    | 11    | 11    | 11    | 11    | 11    |  |  |
| 21               | Morovis .....       | 31    | 32    | 33    | 33    | 33    | 33    | 33    | 33    | 33    |  |  |
|                  | Toa Alta .....      | 17    | 18    | 18    | 18    | 18    | 18    | 18    | 18    | 18    |  |  |
| 22               | Vega Baja .....     | 59    | 61    | 62    | 62    | 62    | 62    | 62    | 62    | 62    |  |  |
|                  | Bayamón .....       | 35    | 34    | 34    | 34    | 34    | 34    | 34    | 35    | 35    |  |  |
| 23               | Total .....         | 14    | 14    | 14    | 16    | 16    | 16    | 17    | 17    | 16    |  |  |
|                  | Total 1901-2 .....  | 49    | 48    | 48    | 50    | 50    | 50    | 51    | 52    | 51    |  |  |
| 24               | .....               | 44    | 44    | 44    | 45    | 46    | 45    | 46    | 46    | 46    |  |  |
|                  | .....               | 18    | 18    | 18    | 18    | 18    | 18    | 18    | 18    | 18    |  |  |
| 25               | .....               | 62    | 62    | 62    | 63    | 64    | 63    | 64    | 64    | 64    |  |  |
|                  | .....               | 12    | 12    | 13    | 13    | 17    | 19    | 19    | 19    | 19    |  |  |
| 26               | .....               | 26    | 26    | 28    | 30    | 30    | 34    | 34    | 34    | 34    |  |  |
|                  | .....               | 38    | 38    | 38    | 41    | 47    | 53    | 53    | 53    | 53    |  |  |
| 27               | .....               | 15    | 16    | 16    | 16    | 16    | 18    | 18    | 18    | 18    |  |  |
|                  | .....               | 20    | 22    | 21    | 22    | 22    | 22    | 22    | 22    | 22    |  |  |
| 28               | .....               | 10    | 10    | 10    | 10    | 10    | 10    | 10    | 10    | 10    |  |  |
|                  | .....               | 45    | 48    | 48    | 47    | 48    | 50    | 50    | 50    | 50    |  |  |
| 29               | .....               | 27    | 27    | 29    | 29    | 29    | 30    | 30    | 30    | 30    |  |  |
|                  | .....               | 21    | 21    | 22    | 21    | 21    | 23    | 23    | 23    | 23    |  |  |
| 30               | .....               | 48    | 48    | 51    | 50    | 50    | 53    | 53    | 53    | 53    |  |  |
|                  | .....               | 54    | 54    | 54    | 54    | 56    | 58    | 59    | 57    | 57    |  |  |
| 31               | .....               | 996   | 1,007 | 1,018 | 1,033 | 1,046 | 1,097 | 1,106 | 1,100 | 1,097 |  |  |
|                  | .....               | 829   | 889   | 905   | 916   | 934   | 938   | 933   | 933   | 923   |  |  |

TABLE IX.—*Number of teachers employed: by months, by school districts, and by municipalities and total for the whole island; greatest number of different teachers employed during the year: by classes, by school districts, by municipalities, and by sex and color distribution; total number of teachers employed during the year: by classes, by school districts, and by municipalities, for the common schools only—Continued.*

## GREATEST NUMBER OF TEACHERS EMPLOYED AT ANY TIME DURING THE SCHOOL YEAR.

| School district.    | Municipality.       | Principal. | Graded. | Rural. | English. | Agricultural. | White. |          | Colored. |          | Total. | Aggregate. |
|---------------------|---------------------|------------|---------|--------|----------|---------------|--------|----------|----------|----------|--------|------------|
|                     |                     |            |         |        |          |               | Males. | Females. | Males.   | Females. |        |            |
| 1                   | Rio Piedras .....   | 1          | 6       | 8      | 1        | 0             | 9      | 7        | 0        | 0        | 16     | 68         |
|                     | San Juan .....      | 5          | 38      | 2      | 7        | 0             | 7      | 41       | 2        | 2        | 52     |            |
| 2                   | Carolina .....      | 1          | 7       | 15     | 2        | 1             | 21     | 4        | 1        | 0        | 26     | 53         |
|                     | Rio Grande .....    | 0          | 6       | 18     | 2        | 1             | 16     | 9        | 1        | 1        | 27     |            |
| 3                   | Fajardo .....       | 1          | 11      | 9      | 2        | 0             | 14     | 9        | 0        | 0        | 23     | 47         |
|                     | Naguabo .....       | 0          | 2       | 8      | 1        | 0             | 7      | 3        | 1        | 0        | 11     |            |
|                     | Vieques .....       | 0          | 4       | 7      | 2        | 0             | 7      | 3        | 1        | 2        | 13     |            |
| 4                   | Humacao .....       | 1          | 9       | 7      | 3        | 1             | 13     | 7        | 0        | 1        | 21     | 59         |
|                     | San Lorenzo .....   | 0          | 8       | 12     | 3        | 1             | 22     | 2        | 0        | 0        | 24     |            |
|                     | Yabucoa .....       | 1          | 5       | 7      | 1        | 0             | 10     | 4        | 0        | 0        | 14     |            |
| 5                   | Agua Buenas .....   | 0          | 2       | 4      | 1        | 0             | 5      | 2        | 0        | 0        | 7      | 72         |
|                     | Caguas .....        | 1          | 14      | 15     | 3        | 1             | 19     | 15       | 0        | 0        | 34     |            |
|                     | Cayey .....         | 1          | 12      | 15     | 3        | 0             | 20     | 10       | 1        | 0        | 31     |            |
| 6                   | Guayama .....       | 2          | 15      | 12     | 5        | 1             | 22     | 10       | 2        | 1        | 35     | 45         |
|                     | Patillas .....      | 0          | 2       | 7      | 1        | 0             | 7      | 1        | 1        | 1        | 10     |            |
| 7                   | Aibonito .....      | 0          | 5       | 7      | 1        | 0             | 8      | 4        | 1        | 0        | 13     | 54         |
|                     | Barros .....        | 0          | 7       | 18     | 0        | 2             | 22     | 2        | 2        | 1        | 27     |            |
|                     | Comerio .....       | 0          | 4       | 9      | 1        | 0             | 12     | 2        | 0        | 0        | 14     |            |
| 8                   | Coamo .....         | 0          | 8       | 16     | 2        | 0             | 17     | 5        | 4        | 0        | 26     | 55         |
|                     | Juana Diaz .....    | 0          | 6       | 12     | 2        | 0             | 9      | 7        | 2        | 2        | 20     |            |
|                     | Santa Isabel .....  | 0          | 4       | 4      | 1        | 0             | 5      | 1        | 1        | 2        | 9      |            |
| 9                   | Ponce .....         | 4          | 27      | 43     | 7        | 1             | 41     | 30       | 4        | 7        | 82     | 82         |
| 10                  | Lajas .....         | 1          | 1       | 8      | 1        | 1             | 8      | 4        | 0        | 0        | 12     | 59         |
|                     | Subana Grande ..... | 1          | 5       | 8      | 1        | 1             | 7      | 9        | 0        | 0        | 16     |            |
|                     | Yauco .....         | 1          | 11      | 16     | 3        | 0             | 20     | 11       | 0        | 0        | 31     |            |
| 11                  | Cabo Rojo .....     | 1          | 5       | 11     | 1        | 1             | 15     | 4        | 0        | 0        | 19     | 53         |
|                     | Maricao .....       | 0          | 2       | 4      | 1        | 0             | 6      | 0        | 1        | 0        | 7      |            |
|                     | San German .....    | 1          | 10      | 14     | 2        | 0             | 11     | 12       | 1        | 3        | 27     |            |
| 12                  | Añasco .....        | 1          | 7       | 9      | 2        | 1             | 13     | 7        | 0        | 0        | 20     | 76         |
|                     | Las Marias .....    | 0          | 2       | 8      | 1        | 1             | 10     | 1        | 1        | 0        | 12     |            |
|                     | Mayaguez .....      | 2          | 17      | 20     | 5        | 0             | 29     | 13       | 0        | 2        | 44     |            |
| 13                  | Aguada .....        | 1          | 3       | 6      | 1        | 0             | 7      | 1        | 2        | 1        | 11     | 62         |
|                     | Aguadilla .....     | 2          | 11      | 17     | 3        | 0             | 22     | 8        | 3        | 0        | 33     |            |
|                     | San Sebastian ..... | 1          | 4       | 11     | 1        | 1             | 15     | 3        | 0        | 0        | 18     |            |
| 14                  | Camuy .....         | 2          | 12      | 17     | 3        | 1             | 24     | 11       | 0        | 0        | 35     | 52         |
|                     | Isabela .....       | 0          | 4       | 12     | 1        | 0             | 12     | 4        | 0        | 1        | 17     |            |
| 15                  | Arecibo .....       | 2          | 17      | 24     | 3        | 0             | 25     | 16       | 1        | 4        | 46     | 64         |
|                     | Lares .....         | 1          | 4       | 11     | 2        | 0             | 12     | 5        | 0        | 1        | 18     |            |
| 16                  | Adjuntas .....      | 1          | 6       | 10     | 2        | 0             | 10     | 8        | 1        | 0        | 19     | 53         |
|                     | Utua .....          | 1          | 9       | 21     | 2        | 1             | 25     | 8        | 0        | 1        | 34     |            |
| 17                  | Ciales .....        | 1          | 4       | 12     | 1        | 0             | 15     | 2        | 0        | 1        | 18     | 50         |
|                     | Manati .....        | 0          | 10      | 11     | 1        | 0             | 15     | 6        | 1        | 0        | 22     |            |
|                     | Morovis .....       | 0          | 2       | 7      | 1        | 0             | 8      | 0        | 1        | 1        | 10     |            |
| 18                  | Toa Alta .....      | 0          | 9       | 17     | 3        | 1             | 18     | 10       | 1        | 1        | 30     | 53         |
|                     | Vega Baja .....     | 1          | 7       | 13     | 2        | 0             | 15     | 5        | 2        | 1        | 23     |            |
| 19                  | Bayamón .....       | 2          | 14      | 37     | 5        | 1             | 24     | 21       | 7        | 7        | 59     | 59         |
| Total .....         |                     | 41         | 378     | 579    | 99       | 19            | 679    | 347      | 46       | 44       | .....  | 1,116      |
| Total, 1901-2 ..... |                     |            |         |        |          |               | 565    | 300      | 41       | 33       | .....  | 939        |



TABLE IX.—*Number of teachers employed: by months, by school districts, and by municipalities and total for the whole island; greatest number of different teachers employed during the year: by classes, by school districts, by municipalities, and by sex and color distribution; total number of teachers employed during the year: by classes, by school districts, and by municipalities, for the common schools only—Continued.*

## TOTAL NUMBER OF TEACHERS EMPLOYED DURING THE YEAR.

| School district. | Municipality.        | Principal. | Graded. | Rural. | English. | Agricultural. | Drawing. | Music. | Total. | Aggregate. |
|------------------|----------------------|------------|---------|--------|----------|---------------|----------|--------|--------|------------|
| 1                | Rio Piedras .....    | 1          | 8       | 9      | 1        |               |          |        | 19     | 79         |
|                  | (San Juan .....      | 5          | 38      | 4      | 11       |               | 1        | 1      | 60     |            |
| 2                | Carolina .....       | 1          | 7       | 16     | 3        | 1             |          |        | 28     | 56         |
|                  | (Rio Grande .....    | 1          | 6       | 18     | 2        | 1             |          |        | 28     |            |
| 3                | Fajardo .....        |            | 11      | 9      | 2        |               |          |        | 22     | 49         |
|                  | Naguabo .....        |            | 3       | 8      | 1        |               |          |        | 12     |            |
|                  | (Vieques .....       | 1          | 5       | 8      | 1        |               |          |        | 15     |            |
| 4                | Humacao .....        | 1          | 10      | 7      | 3        | 1             |          |        | 22     | 64         |
|                  | San Lorenzo .....    |            | 8       | 12     | 3        | 1             |          |        | 24     |            |
|                  | (Yabucoa .....       | 1          | 7       | 8      | 2        |               |          |        | 18     |            |
| 5                | Aguas Buenas .....   |            | 2       | 5      | 1        |               |          |        | 8      | 79         |
|                  | Caguas .....         | 2          | 15      | 15     | 5        | 1             |          |        | 38     |            |
|                  | (Cayey .....         | 1          | 12      | 15     | 5        |               |          |        | 33     |            |
| 6                | Guayama .....        | 2          | 15      | 13     | 7        | 1             |          |        | 38     | 48         |
|                  | (Patillas .....      |            | 2       | 7      | 1        |               |          |        | 10     |            |
| 7                | Aibonito .....       | 1          | 5       | 7      | 1        |               |          |        | 14     | 57         |
|                  | Barros .....         | 2          | 6       | 18     | 1        | 2             |          |        | 29     |            |
|                  | (Comerio .....       | 1          | 3       | 9      | 1        |               |          |        | 14     |            |
| 8                | Coamo .....          | 2          | 8       | 16     | 3        |               |          |        | 29     | 63         |
|                  | Juana Diaz .....     | 1          | 5       | 12     | 3        |               |          |        | 21     |            |
|                  | (Santa Isabel .....  | 1          | 4       | 7      | 1        |               |          |        | 13     |            |
| 9                | Ponce .....          | 4          | 27      | 44     | 16       | 1             | 2        | 2      | 96     | 96         |
| 10               | Lajas .....          |            | 2       | 8      | 1        | 1             |          |        | 12     | 62         |
|                  | Sabana Grande .....  | 1          | 6       | 10     | 1        | 1             |          |        | 19     |            |
|                  | (Yauco .....         | 1          | 11      | 15     | 4        |               |          |        | 31     |            |
| 11               | Cabo Rojo .....      | 1          | 5       | 12     | 2        | 1             |          |        | 21     | 59         |
|                  | Maricao .....        |            | 2       | 4      | 1        |               |          |        | 7      |            |
|                  | (San German .....    | 1          | 11      | 16     | 3        |               |          |        | 31     |            |
| 12               | Añasco .....         | 1          | 7       | 9      | 3        | 1             |          |        | 21     | 85         |
|                  | Las Marias .....     |            | 2       | 8      | 1        | 1             |          |        | 12     |            |
|                  | (Mayaguez .....      | 2          | 18      | 23     | 7        |               | 1        | 1      | 52     |            |
| 13               | Aguada .....         | 1          | 3       | 7      | 1        |               |          |        | 12     | 67         |
|                  | Aguadilla .....      | 2          | 13      | 18     | 4        |               |          |        | 37     |            |
|                  | (San Sebastian ..... | 1          | 4       | 11     | 1        | 1             |          |        | 18     |            |
| 14               | Camuy .....          | 2          | 13      | 21     | 3        | 1             |          |        | 40     | 58         |
|                  | (Isabela .....       |            | 4       | 13     | 1        |               |          |        | 18     |            |
| 15               | Arecibo .....        | 2          | 17      | 25     | 3        |               |          |        | 47     | 65         |
|                  | (Lares .....         | 1          | 4       | 11     | 2        |               |          |        | 18     |            |
| 16               | Adjuntas .....       | 1          | 6       | 10     | 2        |               |          |        | 19     | 55         |
|                  | (Utado .....         | 1          | 10      | 22     | 2        | 1             |          |        | 36     |            |
| 17               | Ciales .....         | 1          | 4       | 12     | 3        |               |          |        | 20     | 58         |
|                  | Manati .....         | 1          | 12      | 13     | 2        |               |          |        | 28     |            |
|                  | (Morovis .....       |            | 2       | 7      | 1        |               |          |        | 10     |            |
| 18               | Toa Alta .....       |            | 9       | 18     | 5        | 1             |          |        | 33     | 57         |
|                  | (Vega Baja .....     | 1          | 7       | 13     | 3        |               |          |        | 24     |            |
| 19               | Bayamón .....        | 3          | 14      | 40     | 5        | 1             |          |        | 63     | 63         |
|                  | Total .....          | 52         | 393     | 613    | 135      | 19            | 4        | 4      |        | 1,220      |

TABLE X.—*Number of schools open during each school month: by school districts, by municipalities, and total for the island; greatest number of schools open at any time during the year: by grades, by school-teachers, by municipalities, and total for the island, for the common schools; number of schools open, by months and by classes, for the special schools.*

## NUMBER OF SCHOOLS OPEN EACH MONTH.

| School district. | Municipality.        | 1902. |      |      | 1903. |      |       |       |       |       |  |
|------------------|----------------------|-------|------|------|-------|------|-------|-------|-------|-------|--|
|                  |                      | Oct.  | Nov. | Dec. | Jan.  | Feb. | Mar.  | Apr.  | May.  | June. |  |
| 1                | {Rio Piedras .....   | 13    | 13   | 13   | 14    | 14   | 14    | 14    | 14    | 14    |  |
|                  | {San Juan .....      | 40    | 40   | 40   | 40    | 41   | 41    | 41    | 41    | 41    |  |
| 2                | {Carolina .....      | 23    | 23   | 23   | 23    | 23   | 24    | 23    | 23    | 23    |  |
|                  | {Rio Grande .....    | 24    | 24   | 24   | 24    | 24   | 24    | 25    | 25    | 25    |  |
| 3                | {Fajardo .....       | 20    | 20   | 20   | 20    | 19   | 19    | 18    | 19    | 19    |  |
|                  | {Naguabo .....       | 7     | 7    | 8    | 8     | 10   | 11    | 11    | 10    | 10    |  |
| 4                | {Vieques .....       | 10    | 11   | 11   | 11    | 10   | 10    | 12    | 12    | 11    |  |
|                  | {Humacao .....       | 15    | 16   | 16   | 18    | 18   | 18    | 18    | 17    | 17    |  |
| 5                | {San Lorenzo .....   | 21    | 21   | 21   | 21    | 21   | 21    | 20    | 20    | 20    |  |
|                  | {Yabucoa .....       | 11    | 10   | 12   | 11    | 12   | 12    | 13    | 13    | 13    |  |
| 6                | {Aguas Buenas .....  | 7     | 7    | 7    | 7     | 7    | 7     | 7     | 7     | 6     |  |
|                  | {Caguas .....        | 30    | 30   | 30   | 30    | 31   | 31    | 31    | 31    | 31    |  |
| 7                | {Cayey .....         | 20    | 20   | 20   | 21    | 21   | 25    | 27    | 26    | 26    |  |
|                  | {Guayama .....       | 31    | 32   | 32   | 32    | 31   | 32    | 32    | 32    | 32    |  |
| 8                | {Patillas .....      | 8     | 8    | 8    | 8     | 8    | 9     | 9     | 9     | 9     |  |
|                  | {Aibonito .....      | 9     | 9    | 9    | 9     | 9    | 12    | 12    | 12    | 12    |  |
| 9                | {Barros .....        | 20    | 20   | 20   | 21    | 21   | 24    | 27    | 27    | 27    |  |
|                  | {Comerio .....       | 11    | 11   | 11   | 11    | 11   | 13    | 13    | 13    | 13    |  |
| 10               | {Coamo .....         | 18    | 20   | 20   | 19    | 20   | 23    | 24    | 24    | 24    |  |
|                  | {Juana Diaz .....    | 16    | 16   | 16   | 16    | 18   | 18    | 18    | 18    | 18    |  |
| 11               | {Santa Isabel .....  | 4     | 5    | 6    | 5     | 5    | 8     | 9     | 8     | 8     |  |
|                  | {Ponce .....         | 38    | 41   | 42   | 40    | 43   | 49    | 51    | 50    | 50    |  |
| 12               | {Lajas .....         | 11    | 11   | 11   | 11    | 11   | 11    | 11    | 11    | 11    |  |
|                  | {Sabana Grande ..... | 14    | 14   | 14   | 15    | 15   | 15    | 15    | 15    | 15    |  |
| 13               | {Yauco .....         | 27    | 27   | 27   | 27    | 27   | 27    | 27    | 27    | 27    |  |
|                  | {Cabo Rojo .....     | 18    | 18   | 18   | 18    | 18   | 18    | 18    | 18    | 18    |  |
| 14               | {Maricao .....       | 6     | 6    | 6    | 7     | 7    | 7     | 7     | 7     | 7     |  |
|                  | {San German .....    | 25    | 25   | 25   | 25    | 25   | 25    | 25    | 25    | 25    |  |
| 15               | {Añasco .....        | 17    | 18   | 18   | 18    | 19   | 19    | 19    | 19    | 19    |  |
|                  | {Las Marias .....    | 10    | 10   | 10   | 10    | 10   | 10    | 10    | 11    | 11    |  |
| 16               | {Mayaguez .....      | 39    | 39   | 39   | 39    | 39   | 39    | 39    | 39    | 39    |  |
|                  | {Aguada .....        | 10    | 10   | 10   | 10    | 10   | 10    | 10    | 10    | 10    |  |
| 17               | {Aguadilla .....     | 29    | 31   | 30   | 31    | 31   | 31    | 31    | 30    | 30    |  |
|                  | {San Sebastian ..... | 17    | 17   | 17   | 17    | 17   | 17    | 17    | 17    | 17    |  |
| 18               | {Camuy .....         | 31    | 31   | 30   | 32    | 32   | 32    | 32    | 32    | 32    |  |
|                  | {Isabela .....       | 13    | 13   | 13   | 15    | 15   | 15    | 16    | 16    | 15    |  |
| 19               | {Arecibo .....       | 40    | 40   | 40   | 41    | 42   | 42    | 42    | 41    | 42    |  |
|                  | {Lares .....         | 16    | 16   | 16   | 16    | 16   | 16    | 16    | 16    | 16    |  |
| 20               | {Adjuntas .....      | 10    | 10   | 10   | 11    | 15   | 17    | 17    | 17    | 17    |  |
|                  | {Utua .....          | 25    | 25   | 26   | 26    | 28   | 32    | 32    | 32    | 32    |  |
| 21               | {Ciales .....        | 15    | 15   | 15   | 15    | 15   | 17    | 17    | 17    | 17    |  |
|                  | {Manati .....        | 20    | 23   | 23   | 20    | 21   | 21    | 21    | 21    | 21    |  |
| 22               | {Morovis .....       | 10    | 10   | 10   | 10    | 10   | 10    | 10    | 10    | 10    |  |
|                  | {Toa Alta .....      | 25    | 26   | 27   | 26    | 26   | 27    | 27    | 26    | 25    |  |
| 23               | {Vega Baja .....     | 19    | 18   | 18   | 19    | 19   | 21    | 21    | 21    | 21    |  |
|                  | {Bayamón .....       | 44    | 44   | 45   | 45    | 45   | 48    | 48    | 47    | 46    |  |
| 24               | {Total .....         | 914   | 925  | 928  | 938   | 953  | 1,004 | 1,014 | 1,007 | 1,005 |  |
|                  | {Total, 1901-2 ..... | 780   | 831  | 850  | 860   | 876  | 880   | 880   | 882   | 874   |  |

TABLE X.—Number of schools open during each school month: by school districts, by municipalities, and total for the island; greatest number of schools open at any time during the year: by grades, by school-teachers, by municipalities, and total for the island, for the common schools; number of schools open, by months and by classes, for the special schools—Continued.

## GREATEST NUMBER OF SCHOOLS OPEN AT ANY TIME DURING THE SCHOOL YEAR.

| School district.   | Municipality.       | Prin-<br>cipal. | Graded. | Rural. | Agricul-<br>tural. | Total. | Aggre-<br>gate. |
|--------------------|---------------------|-----------------|---------|--------|--------------------|--------|-----------------|
| 1                  | (Río Piedras.....   | 1               | 5       | 8      | 0                  | 14     | 55              |
|                    | (San Juan.....      | 4               | 35      | 2      | 0                  | 41     |                 |
| 2                  | (Carolina.....      | 1               | 7       | 15     | 1                  | 24     | 49              |
|                    | (Río Grande.....    | 0               | 6       | 18     | 1                  | 25     |                 |
| 3                  | (Fajardo.....       | 1               | 13      | 9      | 0                  | 23     | 46              |
|                    | (Naguabo.....       | 0               | 3       | 8      | 0                  | 11     |                 |
|                    | (Vieques.....       | 0               | 5       | 7      | 0                  | 12     |                 |
| 4                  | (Humacao.....       | 1               | 9       | 7      | 1                  | 18     | 52              |
|                    | (San Lorenzo.....   | 0               | 8       | 12     | 1                  | 21     |                 |
|                    | (Yabucoa.....       | 1               | 5       | 7      | 0                  | 13     |                 |
| 5                  | (Aguas Buenas.....  | 0               | 3       | 4      | 0                  | 7      | 66              |
|                    | (Caguas.....        | 1               | 14      | 15     | 1                  | 31     |                 |
|                    | (Cayey.....         | 1               | 12      | 15     | 0                  | 28     |                 |
| 6                  | (Guayama.....       | 2               | 17      | 12     | 1                  | 32     | 41              |
|                    | (Patillas.....      | 0               | 2       | 7      | 0                  | 9      |                 |
| 7                  | (Aibonito.....      | 0               | 5       | 7      | 0                  | 12     | 52              |
|                    | (Barros.....        | 0               | 7       | 18     | 2                  | 27     |                 |
|                    | (Comerio.....       | 0               | 4       | 9      | 0                  | 13     |                 |
| 8                  | (Coamo.....         | 0               | 8       | 16     | 0                  | 24     | 51              |
|                    | (Juana Díaz.....    | 0               | 6       | 12     | 0                  | 18     |                 |
|                    | (Santa Isabel.....  | 0               | 5       | 4      | 0                  | 9      |                 |
| 9                  | Ponce.....          | 3               | 27      | 43     | 1                  | 74     | 74              |
| 10                 | (Lajas.....         | 0               | 3       | 8      | 1                  | 12     | 55              |
|                    | (Sabana Grande..... | 1               | 5       | 8      | 1                  | 15     |                 |
|                    | (Yauco.....         | 1               | 11      | 16     | 0                  | 28     |                 |
| 11                 | (Cabo Rojo.....     | 1               | 5       | 11     | 1                  | 18     | 50              |
|                    | (Maricao.....       | 0               | 3       | 4      | 0                  | 7      |                 |
|                    | (San German.....    | 1               | 10      | 14     | 0                  | 25     |                 |
| 12                 | (Añasco.....        | 1               | 8       | 9      | 1                  | 19     | 69              |
|                    | (Las Marias.....    | 0               | 2       | 8      | 1                  | 11     |                 |
|                    | (Mayaguez.....      | 2               | 17      | 20     | 0                  | 39     |                 |
| 13                 | (Aguada.....        | 1               | 3       | 6      | 0                  | 10     | 57              |
|                    | (Aguadilla.....     | 2               | 11      | 17     | 0                  | 30     |                 |
|                    | (San Sebastian..... | 1               | 4       | 11     | 1                  | 17     |                 |
| 14                 | (Camuy.....         | 2               | 11      | 18     | 1                  | 32     | 48              |
|                    | (Isabela.....       | 0               | 4       | 12     | 0                  | 16     |                 |
| 15                 | (Arecibo.....       | 2               | 16      | 24     | 0                  | 42     | 58              |
|                    | (Lares.....         | 1               | 4       | 11     | 0                  | 16     |                 |
| 16                 | (Adjuntas.....      | 1               | 6       | 10     | 0                  | 17     | 49              |
|                    | (Utua.....          | 1               | 9       | 21     | 1                  | 32     |                 |
| 17                 | (Ciales.....        | 1               | 4       | 12     | 0                  | 17     | 48              |
|                    | (Manatí.....        | 0               | 10      | 11     | 0                  | 21     |                 |
|                    | (Morovis.....       | 0               | 3       | 7      | 0                  | 10     |                 |
| 18                 | (Toa Alta.....      | 0               | 9       | 17     | 1                  | 27     | 48              |
|                    | (Vega Baja.....     | 1               | 7       | 13     | 0                  | 21     |                 |
| 19                 | Bayamón.....        | 2               | 18      | 37     | 1                  | 58     | 58              |
| Total.....         |                     | 38              | 389     | 580    | 19                 | .....  | 1,026           |
| Total, 1901-2..... |                     | 30              | 351     | 490    | 12                 | .....  | 883             |

**TABLE X.**—*Number of schools open during each school month: by school districts, by municipalities, and total for the island; greatest number of schools open at any time during the year: by grades, by school-teachers, by municipalities, and total for the island, for the common schools; number of schools open, by months and by classes, for the special schools—Continued.*

## SPECIAL SCHOOLS.

|                      | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May. | June. | Average<br>number<br>of classes<br>during<br>year per<br>month. |
|----------------------|------|------|------|------|------|------|------|------|-------|---|
| Insular normal ..... | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4    | 4     | 4   |
| Model .....          |      |      |      |      | 2    | 2    | 2    | 2    | 2     | 2   |
| High .....           | 20   | 21   | 21   | 23   | 23   | 23   | 23   | 23   | 22    | 22.11   |
| Industrial .....     | 2    | 5    | 5    | 6    | 6    | 6    | 6    | 6    | 6     | 5.33  |
| Night .....          | 25   | 37   | 41   | 44   | 42   | 41   | 40   | 40   | 40    | 38.89   |
| Kindergarten .....   | 5    | 9    | 10   | 10   | 9    | 8    | 8    | 8    | 8     | 8.33  |
| Total .....          | 56   | 76   | 80   | 87   | 86   | 84   | 83   | 83   | 82    | 79.67   |

TABLE XI.—*Number of buildings in use for schools: by school districts, by municipalities, and total for the island: classified as town and rural schools.*

| School district. | Municipality.        | 1900-1901. |             |             |                      | 1901-2. |             |             |                      | 1902-3. |             |                         |             |                      |
|------------------|----------------------|------------|-------------|-------------|----------------------|---------|-------------|-------------|----------------------|---------|-------------|-------------------------|-------------|----------------------|
|                  |                      | Town       | Ru-<br>ral. | To-<br>tal. | Ag-<br>gre-<br>gate. | Town    | Ru-<br>ral. | To-<br>tal. | Ag-<br>gre-<br>gate. | Town    | Ru-<br>ral. | Agri-<br>cul-<br>tural. | To-<br>tal. | Ag-<br>gre-<br>gate. |
| 1                | Rio Piedras .....    | 2          | 7           | 9           |                      | 2       | 6           | 8           |                      | 2       | 8           | 0                       | 10          |                      |
|                  | (San Juan .....      | 2          | 4           | 6           | 15                   | 5       | 1           | 6           | 14                   | 5       | 2           | 0                       | 7           | 17                   |
| 2                | (Carolina .....      | 3          | 9           | 12          |                      | 3       | 13          | 16          |                      | 3       | 14          | 1                       | 18          |                      |
|                  | (Rio Grande .....    | 3          | 13          | 16          | 28                   | 3       | 15          | 18          | 34                   | 3       | 15          | 1                       | 19          | 37                   |
| 3                | (Fajardo .....       | 8          | 6           | 14          |                      | 7       | 8           | 15          |                      | 1       | 15          | 0                       | 16          |                      |
|                  | (Naguabo .....       | 1          | 4           | 5           | 26                   | 2       | 5           | 7           | 29                   | 1       | 8           | 0                       | 9           | 32                   |
|                  | (Vieques .....       | 2          | 5           | 7           |                      | 1       | 6           | 7           |                      | 1       | 6           | 0                       | 7           |                      |
| 4                | (Humacao .....       | 1          | 7           | 8           |                      | 4       | 8           | 12          |                      | 4       | 6           | 1                       | 11          |                      |
|                  | (San Lorenzo .....   | 2          | 10          | 12          | 27                   | 2       | 11          | 13          | 33                   | 2       | 12          | 1                       | 15          | 35                   |
|                  | (Yabucoa .....       | 2          | 5           | 7           |                      | 2       | 6           | 8           |                      | 2       | 7           | 0                       | 9           |                      |
| 5                | (Aguas Buenas .....  | 1          | 3           | 4           |                      | 1       | 3           | 4           |                      | 1       | 4           | 0                       | 5           |                      |
|                  | (Caguas .....        | 4          | 13          | 17          | 34                   | 4       | 14          | 18          | 36                   | 5       | 15          | 0                       | 21          | 44                   |
|                  | (Cayey .....         | 3          | 10          | 13          |                      | 2       | 12          | 14          |                      | 3       | 15          | 1                       | 18          |                      |
| 6                | (Guayama .....       | 6          | 7           | 13          |                      | 5       | 11          | 16          |                      | 7       | 12          | 1                       | 20          |                      |
|                  | (Patillas .....      | 1          | 6           | 7           | 20                   | 1       | 6           | 7           | 23                   | 1       | 7           | 0                       | 8           | 28                   |
| 7                | (Aibonito .....      | 2          | 5           | 7           |                      | 1       | 7           | 8           |                      | 2       | 7           | 0                       | 9           |                      |
|                  | (Barros .....        | 2          | 16          | 18          | 31                   | 4       | 18          | 22          | 39                   | 5       | 18          | 2                       | 25          | 44                   |
|                  | (Comerio .....       | 2          | 4           | 6           |                      | 1       | 8           | 9           |                      | 1       | 9           | 0                       | 10          |                      |
| 8                | (Coamo .....         | 3          | 9           | 12          |                      | 4       | 13          | 17          |                      | 4       | 16          | 0                       | 20          |                      |
|                  | (Juana Diaz .....    | 1          | 6           | 7           | 23                   | 2       | 10          | 12          | 33                   | 2       | 11          | 0                       | 13          | 39                   |
|                  | (Santa Isabel .....  | 1          | 3           | 4           |                      | 1       | 3           | 4           |                      | 2       | 4           | 0                       | 6           | 56                   |
| 9                | Ponce .....          | 10         | 32          | 42          | 42                   | 10      | 31          | 41          | 41                   | 13      | 42          | 1                       | 56          | 56                   |
| 10               | (Lajas .....         | 1          | 3           | 4           |                      | 1       | 7           | 8           |                      | 1       | 8           | 1                       | 10          |                      |
|                  | (Sabana Grande ..... | 2          | 4           | 6           | 22                   | 2       | 7           | 9           | 30                   | 2       | 8           | 1                       | 11          | 40                   |
|                  | (Yauco .....         | 2          | 10          | 12          |                      | 2       | 11          | 13          |                      | 3       | 16          | 0                       | 19          |                      |
| 11               | (Cabo Rojo .....     | 2          | 7           | 9           |                      | 1       | 10          | 11          |                      | 1       | 11          | 1                       | 13          |                      |
|                  | (Maricao .....       | 1          | 1           | 2           | 21                   | 1       | 3           | 4           | 27                   | 1       | 4           | 0                       | 5           | 33                   |
|                  | (San German .....    | 2          | 8           | 10          |                      | 2       | 10          | 12          |                      | 2       | 13          | 0                       | 15          |                      |
| 12               | (Añasco .....        | 4          | 7           | 11          |                      | 5       | 9           | 14          |                      | 3       | 9           | 1                       | 13          |                      |
|                  | (Las Marias .....    | 1          | 6           | 7           | 41                   | 1       | 5           | 6           | 44                   | 1       | 8           | 1                       | 10          | 47                   |
|                  | (Mayaguez .....      | 4          | 19          | 23          |                      | 4       | 20          | 24          |                      | 4       | 20          | 0                       | 24          |                      |
| 13               | (Aguada .....        | 1          | 5           | 6           |                      | 1       | 6           | 7           |                      | 1       | 6           | 0                       | 7           |                      |
|                  | (Aguadilla .....     | 2          | 13          | 15          | 29                   | 3       | 15          | 18          | 36                   | 3       | 17          | 0                       | 20          | 41                   |
|                  | (San Sebastian ..... | 1          | 7           | 8           |                      | 2       | 9           | 11          |                      | 2       | 11          | 1                       | 14          |                      |
| 14               | (Camuy .....         | 6          | 16          | 22          |                      | 5       | 18          | 23          |                      | 6       | 18          | 1                       | 25          |                      |
|                  | (Isabela .....       | 2          | 9           | 11          | 33                   | 1       | 10          | 11          | 34                   | 2       | 12          | 0                       | 14          | 39                   |
| 15               | (Arecibo .....       | 2          | 10          | 12          |                      | 3       | 22          | 25          |                      | 3       | 24          | 0                       | 27          |                      |
|                  | (Lares .....         | 2          | 9           | 11          | 23                   | 3       | 9           | 12          | 37                   | 3       | 11          | 0                       | 14          | 41                   |
| 16               | (Adjuntas .....      | 3          | 3           | 6           |                      | 2       | 5           | 7           |                      | 2       | 10          | 0                       | 12          |                      |
|                  | (Utua .....          | 4          | 10          | 14          | 20                   | 3       | 11          | 14          | 21                   | 4       | 21          | 1                       | 26          | 38                   |
| 17               | (Ciales .....        | 1          | 4           | 5           |                      | 1       | 11          | 12          |                      | 1       | 12          | 0                       | 13          |                      |
|                  | (Manati .....        | 1          | 9           | 10          | 21                   | 2       | 10          | 12          | 31                   | 3       | 11          | 0                       | 14          | 35                   |
|                  | (Morovis .....       | 1          | 5           | 6           |                      | 1       | 6           | 7           |                      | 1       | 7           | 0                       | 8           |                      |
| 18               | (Toa Alta .....      | 3          | 7           | 10          |                      | 3       | 17          | 20          |                      | 3       | 17          | 1                       | 21          |                      |
|                  | (Vega Baja .....     | 4          | 9           | 13          | 23                   | 3       | 9           | 12          | 32                   | 3       | 13          | 0                       | 16          | 37                   |
| 19               | Bayamón .....        | 6          | 22          | 28          | 28                   | 7       | 32          | 39          | 39                   | 3       | 42          | 1                       | 46          | 46                   |
|                  | Total .....          | 120        | 387         |             | 507                  | 126     | 487         |             | 613                  | 128     | 582         | 19                      |             | 729                  |

TABLE XII.—*Expenses incurred by the local school boards: by months during the fiscal year ending June 30, 1903: by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year.*

## EXPENSES OF LOCAL SCHOOL BOARDS.

| School district. | Municipality.        | July, 1902.            |                       |              |         | Aggregate. |
|------------------|----------------------|------------------------|-----------------------|--------------|---------|------------|
|                  |                      | Rent of school-houses. | Teachers' house rent. | Incidentals. | Total.  |            |
| 1                | {Rio Piedras .....   | \$35.00                |                       | \$45.00      | \$80.00 | \$752.10   |
|                  | {San Juan .....      | 657.10                 |                       | 15.00        | 672.10  |            |
| 2                | {Carolina .....      | 79.00                  |                       | 7.70         | 86.70   | 212.11     |
|                  | {Rio Grande .....    | 113.16                 |                       | 12.15        | 125.31  |            |
| 3                | {Fajardo .....       | 920.00                 |                       | 17.25        | 37.25   | 138.50     |
|                  | {Naguabo .....       | 55.00                  |                       |              | 55.00   |            |
|                  | {Vieques .....       | 42.00                  |                       | 4.25         | 46.25   | 499.50     |
| 4                | {Humacao .....       | 100.00                 |                       | 18.00        | 118.00  |            |
|                  | {San Lorenzo .....   | 82.00                  |                       | .50          | 82.50   | 376.61     |
|                  | {Yabucoa .....       | 124.00                 | \$105.00              | 70.00        | 299.00  |            |
| 5                | {Aguas Buenas .....  | 22.50                  |                       | 1.00         | 23.50   | 212.14     |
|                  | {Caguas .....        | 89.00                  |                       | 187.61       | 276.61  |            |
|                  | {Cayey .....         | 74.00                  |                       | 2.50         | 76.50   | 124.80     |
| 6                | {Guayama .....       | 84.00                  |                       | 78.14        | 162.14  |            |
|                  | {Patillas .....      | 50.00                  |                       |              | 50.00   | 328.47     |
| 7                | {Aibonito .....      | 20.00                  |                       | .80          | 20.80   |            |
|                  | {Barros .....        | 75.00                  |                       |              | 75.00   | 634.80     |
|                  | {Comerio .....       | 29.00                  |                       |              | 29.00   |            |
| 8                | {Coamo .....         | 93.60                  |                       | 29.90        | 123.50  | 328.47     |
|                  | {Juana Diaz .....    | 116.00                 | 19.00                 | 20.71        | 155.71  |            |
|                  | {Santa Isabel .....  | 48.00                  |                       | 1.26         | 49.26   | 182.10     |
| 9                | {Ponce .....         | 496.80                 |                       | 138.00       | 634.80  |            |
| 10               | {Lajas .....         | 28.00                  | 32.00                 | 2.00         | 62.00   | 150.00     |
|                  | {Sabana Grande ..... |                        | 27.60                 | 5.00         | 32.60   |            |
|                  | {Yauco .....         | 65.00                  |                       | 22.50        | 87.50   | 370.18     |
| 11               | {Cabo Rojo .....     | 13.00                  |                       | 8.00         | 21.00   |            |
|                  | {Maricao .....       | 40.00                  |                       | 10.00        | 50.00   | 157.88     |
|                  | {San German .....    | 43.00                  |                       | 36.00        | 79.00   |            |
| 12               | {Añasco .....        | 79.18                  |                       |              | 79.18   | 62.34      |
|                  | {Las Marias .....    | 48.00                  |                       |              | 48.00   |            |
|                  | {Mayaguez .....      | 79.00                  |                       | 164.00       | 243.00  | 186.29     |
| 13               | {Aguada .....        | 28.00                  |                       |              | 28.00   |            |
|                  | {Aguadilla .....     | 69.28                  |                       | 16.00        | 85.28   | 236.50     |
|                  | {San Sebastian ..... | 30.00                  |                       | 14.60        | 44.60   |            |
| 14               | {Camuy .....         | 2.50                   | 11.00                 |              | 13.50   | 205.58     |
|                  | {Isabela .....       | 42.84                  | 3.00                  | 3.00         | 48.84   |            |
| 15               | {Arecibo .....       | 126.00                 | 27.00                 | 1.89         | 154.89  | 139.75     |
|                  | {Lares .....         | 27.00                  |                       | 4.40         | 31.40   |            |
| 16               | {Adjuntas .....      | 33.00                  |                       | 28.16        | 61.16   | 236.50     |
|                  | {Utua .....          | 133.66                 |                       | 151.61       | 285.27  |            |
| 17               | {Ciales .....        | 61.00                  |                       | 11.00        | 72.00   | 205.58     |
|                  | {Manati .....        | 115.00                 |                       | 23.00        | 138.00  |            |
|                  | {Morovis .....       | 26.50                  |                       |              | 26.50   | 205.58     |
| 18               | {Toa Alta .....      | 111.40                 |                       | 8.50         | 119.90  |            |
|                  | {Vega Baja .....     | 66.00                  |                       | 19.68        | 85.68   | 205.58     |
| 19               | {Bayamón .....       | 104.50                 |                       | 35.25        | 139.75  |            |
|                  | Total .....          | 3,877.02               | 224.60                | 1,214.36     |         | 5,315.98   |

TABLE XII.—*Expenses incurred by the local school boards: by months during the fiscal year ending June 30, 1903: by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year—Continued.*

## EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

| School district. | Municipality.        | August, 1902.          |                       |              |         |            |
|------------------|----------------------|------------------------|-----------------------|--------------|---------|------------|
|                  |                      | Rent of school-houses. | Teachers' house rent. | Incidentals. | Total.  | Aggregate. |
| 1                | {Rio Piedras .....   | \$35.00                |                       | \$45.00      | \$80.00 | \$752.10   |
|                  | {San Juan .....      | 657.10                 |                       | 15.00        | 672.10  |            |
| 2                | {Carolina .....      | 79.00                  |                       | 7.70         | 86.70   | 211.15     |
|                  | {Rio Grande .....    | 113.16                 |                       | 11.29        | 124.45  |            |
| 3                | {Fajardo .....       | 20.00                  |                       | 17.25        | 37.25   | 146.28     |
|                  | {Naguabo .....       | 55.00                  |                       |              | 55.00   |            |
|                  | {Vieques .....       | 42.00                  |                       | 12.03        | 54.03   | 510.00     |
| 4                | {Humacao .....       | 100.00                 |                       | 29.00        | 129.00  |            |
|                  | {San Lorenzo .....   | 82.00                  |                       |              | 82.00   | 447.61     |
|                  | {Yabucoa .....       | 124.00                 | \$105.00              | 70.00        | 299.00  |            |
| 5                | {Aguas Buenas .....  | 22.50                  |                       | 1.00         | 23.50   | 447.61     |
|                  | {Caguas .....        | 89.00                  |                       | 187.61       | 276.61  |            |
|                  | {Cayey .....         | 64.00                  |                       | 83.50        | 147.50  | 212.14     |
| 6                | {Guayama .....       | 84.00                  |                       | 78.14        | 162.14  |            |
|                  | {Patillas .....      | 50.00                  |                       |              | 50.00   | 124.80     |
| 7                | {Aibonito .....      | 20.00                  |                       | .80          | 20.80   |            |
|                  | {Barros .....        | 75.00                  |                       |              | 75.00   | 328.47     |
|                  | {Comerio .....       | 29.00                  |                       |              | 29.00   |            |
| 8                | {Coamo .....         | 93.60                  |                       | 29.90        | 123.50  | 639.04     |
|                  | {Juana Díaz .....    | 116.00                 | 19.00                 | 20.71        | 155.71  |            |
|                  | {Santa Isabel .....  | 48.00                  |                       | 1.26         | 49.26   | 178.10     |
| 9                | {Ponce .....         | 496.80                 |                       | 142.24       | 639.04  |            |
| 10               | {Lajas .....         | 28.00                  |                       | 2.00         | 62.00   | 150.75     |
|                  | {Sabana Grande ..... |                        | 32.00                 | 1.00         | 28.60   |            |
|                  | {Yauco .....         | 65.00                  | 27.60                 | 22.50        | 87.50   | 415.45     |
| 11               | {Cabo Rojo .....     | 13.00                  |                       | 9.00         | 22.00   |            |
|                  | {Maricao .....       | 40.00                  |                       | 10.00        | 50.00   | 156.01     |
|                  | {San German .....    | 43.00                  |                       | 35.75        | 78.75   |            |
| 12               | {Añasco .....        | 53.58                  |                       | 12.80        | 66.38   | 185.67     |
|                  | {Las Marías .....    | 48.00                  |                       | 22.07        | 70.07   |            |
|                  | {Mayaguez .....      | 79.00                  |                       | 200.00       | 279.00  | 346.43     |
| 13               | {Aguada .....        | 28.00                  |                       |              | 28.00   |            |
|                  | {Aguadilla .....     | 69.28                  |                       | 16.00        | 85.28   | 156.01     |
|                  | {San Sebastian ..... | 30.00                  |                       | 12.73        | 42.73   |            |
| 14               | {Camuy .....         | 2.50                   | 11.00                 | 1.50         | 15.00   | 63.84      |
|                  | {Isabela .....       | 42.84                  | 3.00                  | 3.00         | 48.84   |            |
| 15               | {Arecibo .....       | 126.00                 | 27.00                 | 2.67         | 155.67  | 239.50     |
|                  | {Lares .....         | 27.00                  |                       | 3.00         | 30.00   |            |
| 16               | {Adjuntas .....      | 33.00                  |                       | 28.16        | 61.16   | 205.58     |
|                  | {Utüado .....        | 133.66                 |                       | 151.61       | 285.27  |            |
| 17               | {Ciales .....        | 61.00                  |                       | 14.00        | 75.00   | 239.50     |
|                  | {Manatí .....        | 115.00                 |                       | 23.00        | 138.00  |            |
|                  | {Morovis .....       | 26.50                  |                       |              | 26.50   | 205.58     |
| 18               | {Toa Alta .....      | 111.40                 |                       | 8.50         | 119.90  |            |
|                  | {Vega Baja .....     | 66.00                  |                       | 19.68        | 85.68   | 205.58     |
| 19               | {Bayamón .....       | 104.50                 |                       | 22.50        | 127.00  |            |
|                  | Total .....          | 3,841.42               | 224.60                | 1,373.90     |         | 5,439.92   |

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TABLE XII.—*Expenses incurred by the local school boards: by months during the fiscal year ending June 30, 1903; by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year—Continued.*

## EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

| School district. | Municipality. | September, 1902.       |                       |              |          | Aggregate. |
|------------------|---------------|------------------------|-----------------------|--------------|----------|------------|
|                  |               | Rent of school-houses. | Teachers' house rent. | Incidentals. | Total.   |            |
| 1                | Rio Piedras   | \$35.00                |                       | \$50.00      | \$85.00  | \$764.10   |
|                  | San Juan      | 637.10                 |                       | 22.00        | 679.10   |            |
| 2                | Carolina      | 79.00                  |                       | 7.70         | 86.70    | 204.88     |
|                  | Rio Grande    | 113.18                 |                       | 5.00         | 118.18   |            |
| 3                | Fajardo       | 20.00                  |                       | 17.25        | 37.25    | 192.77     |
|                  | Naguabo       | 55.00                  |                       | 18.25        | 73.25    |            |
|                  | Vieques       | 42.00                  |                       | 40.27        | 82.27    |            |
| 4                | Humacao       | 100.00                 |                       | 123.00       | 223.00   | 609.71     |
|                  | San Lorenzo   | 82.00                  |                       | 5.71         | 87.71    |            |
|                  | Yabucoa       | 124.00                 | \$105.00              | 70.00        | 299.00   |            |
| 5                | Aguas Buenas  | 22.50                  |                       | 1.00         | 23.50    | 503.63     |
|                  | Caguas        | 90.00                  |                       | 187.61       | 277.61   |            |
|                  | Cayey         | 60.00                  |                       | 142.52       | 202.52   |            |
| 6                | Guayama       | 84.00                  |                       | 78.16        | 162.16   | 212.16     |
|                  | Patillas      | 50.00                  |                       |              | 50.00    |            |
| 7                | Aibonito      | 20.00                  |                       | .90          | 20.90    | 124.90     |
|                  | Barros        | 75.00                  |                       |              | 75.00    |            |
|                  | Comerio       | 29.00                  |                       |              | 29.00    |            |
| 8                | Coamo         | 93.60                  |                       | 29.92        | 123.52   | 328.52     |
|                  | Juana Diaz    | 116.00                 | 19.00                 | 20.73        | 155.73   |            |
|                  | Santa Isabel  | 48.00                  |                       | 1.27         | 49.27    |            |
| 9                | Ponce         | 591.93                 |                       | 497.29       | 1,089.22 | 1,089.22   |
| 10               | Lajas         | 28.00                  | 32.00                 | 64.60        | 124.60   | 244.30     |
|                  | Sabana Grande |                        | 27.60                 | 1.00         | 28.60    |            |
|                  | Yauco         | 65.00                  |                       | 26.10        | 91.10    |            |
| 11               | Cabo Rojo     | 13.00                  |                       | 33.56        | 46.56    | 372.96     |
|                  | Maricao       | 40.00                  |                       | 10.40        | 50.40    |            |
|                  | San German    | 43.00                  |                       | 233.00       | 276.00   |            |
| 12               | Añasco        | 53.60                  |                       | 12.80        | 66.40    | 343.40     |
|                  | Las Marias    | 48.00                  |                       |              | 48.00    |            |
|                  | Mayaguez      | 79.00                  |                       | 150.00       | 229.00   |            |
| 13               | Aguada        | 28.00                  |                       |              | 28.00    | 228.99     |
|                  | Aguadilla     | 69.28                  |                       | 23.18        | 92.46    |            |
|                  | San Sebastian | 30.00                  |                       | 78.53        | 108.53   |            |
| 14               | Camuy         | 2.50                   | 11.00                 | 5.25         | 18.75    | 67.58      |
|                  | Isabela       | 42.83                  | 3.00                  | 3.00         | 48.83    |            |
| 15               | Arecibo       | 126.00                 | 27.00                 | 67.45        | 220.45   | 511.91     |
|                  | Lares         | 27.00                  |                       | 264.46       | 291.46   |            |
| 16               | Adjuntas      | 33.00                  |                       | 28.18        | 61.18    | 346.49     |
|                  | Utuaado       | 133.68                 |                       | 151.63       | 285.31   |            |
| 17               | Ciales        | 61.00                  |                       | 36.00        | 97.00    | 349.20     |
|                  | Manatí        | 115.00                 |                       | 83.00        | 198.00   |            |
|                  | Morovis       | 26.50                  |                       | 27.70        | 54.20    |            |
| 18               | Toa Alta      | 111.40                 |                       | 8.50         | 119.90   | 205.58     |
|                  | Vega Baja     | 66.00                  |                       | 19.68        | 85.68    |            |
| 19               | Bayamón       | 104.30                 |                       | 27.17        | 131.47   | 131.47     |
| Total            |               | 3,933.40               | 224.60                | 2,673.77     |          | 6,831.77   |



TABLE XII.—*Expenses incurred by the local school boards: by months during the fiscal year ending June 30, 1903; by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year—Continued.*

## EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

| School district. | Municipality.       | October, 1902.         |                       |              |          | Aggregate. |
|------------------|---------------------|------------------------|-----------------------|--------------|----------|------------|
|                  |                     | Rent of school-houses. | Teachers' house rent. | Incidentals. | Total.   |            |
| 1                | Rio Piedras .....   | \$35.00                | \$105.00              |              | \$140.00 | \$855.00   |
|                  | San Juan .....      | 715.00                 |                       |              | 715.00   |            |
| 2                | Carolina .....      | 101.00                 | 107.60                | \$144.75     | 353.35   | 655.84     |
|                  | Rio Grande .....    | 145.16                 | 133.33                | 24.00        | 302.49   |            |
| 3                | Fajardo .....       | 61.13                  | 91.00                 | 52.00        | 204.13   | 458.33     |
|                  | Naguabo .....       | 62.00                  | 34.00                 | 5.87         | 101.87   |            |
|                  | Vieques .....       | 42.00                  | 60.00                 | 50.33        | 152.33   | 785.68     |
| 4                | Humacao .....       | 100.00                 | 134.00                | 85.00        | 319.00   |            |
|                  | San Lorenzo .....   | 82.00                  | 69.00                 | 16.68        | 167.68   | 1,094.82   |
|                  | Yabucoa .....       | 124.00                 | 105.00                | 70.00        | 299.00   |            |
| 5                | Aguas Buenas .....  | 25.50                  | 41.00                 | 3.00         | 69.50    | 1,611.70   |
|                  | Caguas .....        | 118.20                 | 154.44                | 207.61       | 480.25   |            |
|                  | Cayey .....         | 76.00                  | 105.40                | 363.67       | 545.07   | 465.17     |
| 6                | Guayama .....       | 150.00                 | 296.62                | 79.08        | 525.70   |            |
|                  | Patillas .....      | 50.00                  | 36.00                 |              | 86.00    | 727.06     |
| 7                | Aibonito .....      | 26.00                  | 54.00                 | 6.40         | 86.40    |            |
|                  | Barros .....        | 112.00                 | 75.00                 | 33.18        | 220.18   | 1,551.40   |
|                  | Comerio .....       | 60.00                  | 54.00                 | 44.59        | 158.59   |            |
| 8                | Coamo .....         | 93.60                  | 107.00                | 62.50        | 262.90   | 958.36     |
|                  | Juana Diaz .....    | 119.00                 | 113.00                | 66.66        | 298.66   |            |
|                  | Santa Isabel .....  | 64.00                  | 46.00                 | 55.50        | 165.50   | 1,406.43   |
| 9                | Ponce .....         | 574.13                 | 701.20                | 276.07       | 1,551.40 |            |
| 10               | Lajas .....         | 41.00                  | 50.00                 | 32.80        | 123.80   | 563.26     |
|                  | Sabana Grande ..... | 58.00                  | 66.00                 | 288.68       | 412.68   |            |
|                  | Yauco .....         | 134.00                 | 150.00                | 137.88       | 421.88   | 480.26     |
| 11               | Cabo Rojo .....     | 37.00                  | 75.00                 | 30.04        | 142.04   |            |
|                  | Maricao .....       | 40.00                  | 32.00                 | 31.07        | 103.07   | 1,392.47   |
|                  | San German .....    | 95.00                  | 116.00                | 107.25       | 318.25   |            |
| 12               | Añasco .....        | 95.94                  | 99.00                 | 96.00        | 290.94   | 605.90     |
|                  | Las Marias .....    | 48.00                  | 46.00                 | 31.49        | 125.49   |            |
|                  | Mayaguez .....      | 308.00                 | 439.00                | 243.00       | 990.00   | 495.70     |
| 13               | Aguada .....        | 28.00                  | 51.00                 |              | 79.00    |            |
|                  | Aguadilla .....     | 81.76                  | 135.00                | 31.88        | 248.64   | 460.94     |
|                  | San Sebastian ..... | 39.00                  | 69.00                 | 74.27        | 182.27   |            |
| 14               | Camuy .....         | 92.00                  | 164.00                | 58.60        | 314.60   | 452.62     |
|                  | Isabela .....       | 53.00                  | 51.00                 | 61.66        | 165.66   |            |
| 15               | Arecibo .....       | 181.00                 | 374.00                | 681.37       | 1,236.37 | 460.94     |
|                  | Lares .....         | 50.00                  | 77.00                 | 29.10        | 156.10   |            |
| 16               | Adjuntas .....      | 68.00                  | 87.00                 | 24.00        | 179.00   | 495.70     |
|                  | Utua .....          | 151.00                 | 174.30                | 101.60       | 426.90   |            |
| 17               | Ciales .....        | 61.00                  | 57.00                 | 14.50        | 132.50   | 460.94     |
|                  | Manati .....        | 115.00                 | 121.00                | 28.00        | 264.00   |            |
|                  | Morovis .....       | 32.50                  | 39.00                 | 27.70        | 99.20    | 460.94     |
| 18               | Toa Alta .....      | 111.40                 | 120.00                | 13.03        | 244.43   |            |
|                  | Vega Baja .....     | 68.00                  | 102.00                | 46.51        | 216.51   | 460.94     |
| 19               | Bayamón .....       | 190.00                 | 217.40                | 45.22        | 452.62   |            |
|                  | Total .....         | 5,114.32               | 5,534.29              | 3,882.34     |          | 14,530.95  |

## 92 REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO.

TABLE XII.—*Expenses incurred by the local school boards: by months during the fiscal year ending June 30, 1903: by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year—Continued.*

## EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

| School district. | Municipality.       | November, 1902.        |                       |              |            | Aggregate.   |
|------------------|---------------------|------------------------|-----------------------|--------------|------------|--------------|
|                  |                     | Rent of school-houses. | Teachers' house rent. | Incidentals. | Total.     |              |
| 1                | Rio Piedras .....   | \$35. 00               | \$105. 00             | \$34. 11     | \$174. 11  | \$3, 509. 11 |
|                  | San Juan .....      | 782. 00                | 780. 00               | 1, 773. 00   | 3, 355. 00 |              |
| 2                | Carolina .....      | 105. 00                | 113. 00               | 18. 64       | 236. 64    | 552. 59      |
|                  | Rio Grande .....    | 145. 16                | 138. 00               | 32. 79       | 315. 95    |              |
| 3                | Fajardo .....       | 63. 50                 | 95. 00                | 66. 21       | 224. 71    | 471. 07      |
|                  | Naguabo .....       | 62. 00                 | 34. 00                | .....        | 96. 00     |              |
|                  | Vieques .....       | 42. 00                 | 60. 00                | 48. 36       | 150. 36    |              |
| 4                | Humacao .....       | 100. 00                | 134. 00               | 45. 00       | 279. 00    | 730. 41      |
|                  | San Lorenzo .....   | 82. 00                 | 69. 00                | 1. 41        | 152. 41    |              |
|                  | Yabucoa .....       | 124. 00                | 105. 00               | 70. 00       | 299. 00    |              |
| 5                | Agua8 Buenas .....  | 25. 50                 | 41. 00                | 3. 00        | 69. 50     | 768. 52      |
|                  | Caguas .....        | 136. 00                | 162. 00               | 207. 61      | 505. 61    |              |
|                  | Cayey .....         | 76. 00                 | 108. 00               | 9. 41        | 193. 41    |              |
| 6                | Guayama .....       | 143. 52                | 306. 00               | 378. 51      | 828. 03    | 921. 03      |
|                  | Patillas .....      | 50. 00                 | 36. 00                | 7. 00        | 93. 00     |              |
| 7                | Aibonito .....      | 23. 00                 | 42. 00                | 16. 00       | 81. 00     | 395. 75      |
|                  | Barros .....        | 112. 00                | 75. 00                | 3. 00        | 190. 00    |              |
|                  | Comerio .....       | 60. 00                 | 10. 75                | 10. 75       | 124. 75    |              |
| 8                | Coamo .....         | 93. 60                 | 112. 90               | 20. 80       | 227. 30    | 650. 46      |
|                  | Juana Diaz .....    | 118. 20                | 116. 00               | .....        | 234. 20    |              |
|                  | Santa Isabel .....  | 88. 00                 | 38. 00                | 62. 96       | 188. 96    |              |
| 9                | Ponce .....         | 593. 80                | 719. 80               | 537. 26      | 1, 850. 86 | 1, 850. 86   |
| 10               | Lajas .....         | 41. 00                 | 50. 00                | 12. 30       | 103. 30    | 683. 24      |
|                  | Sabana Grande ..... | 58. 00                 | 70. 50                | 26. 64       | 155. 14    |              |
|                  | Yauco .....         | 134. 00                | 152. 00               | 138. 80      | 424. 80    |              |
| 11               | Cabo Rojo .....     | 37. 00                 | 75. 00                | 21. 46       | 133. 46    | 469. 72      |
|                  | Maricao .....       | 40. 00                 | 32. 00                | 49. 26       | 121. 26    |              |
|                  | San German .....    | 55. 00                 | 122. 00               | 38. 00       | 215. 00    |              |
| 12               | Anasco .....        | 95. 94                 | 99. 00                | 145. 18      | 340. 12    | 1, 307. 75   |
|                  | Las Marias .....    | 48. 00                 | 52. 00                | 30. 00       | 130. 00    |              |
|                  | Mayaguez .....      | 278. 00                | 414. 00               | 145. 63      | 837. 63    |              |
| 13               | Agua8a .....        | 28. 00                 | 51. 00                | .....        | 79. 00     | 524. 31      |
|                  | Agua8dilla .....    | 81. 76                 | 148. 00               | 71. 83       | 301. 59    |              |
|                  | San Sebastian ..... | 39. 00                 | 75. 00                | 29. 72       | 143. 72    |              |
| 14               | Camuy .....         | 92. 00                 | 164. 00               | 71. 46       | 327. 46    | 437. 91      |
|                  | Isabela .....       | 53. 00                 | 51. 00                | 6. 45        | 110. 45    |              |
| 15               | Arecibo .....       | 191. 00                | 357. 00               | 68. 69       | 616. 69    | 771. 89      |
|                  | Lares .....         | 50. 00                 | 77. 00                | 28. 20       | 155. 20    |              |
| 16               | Adjuntas .....      | 68. 00                 | 87. 00                | 24. 00       | 179. 00    | 542. 10      |
|                  | Utua8o .....        | 151. 00                | 181. 00               | 31. 00       | 363. 10    |              |
| 17               | Ciales .....        | 61. 00                 | 60. 00                | 14. 00       | 135. 00    | 465. 50      |
|                  | Manatí .....        | 115. 00                | 121. 00               | 23. 00       | 259. 00    |              |
|                  | Morovis .....       | 32. 50                 | 39. 00                | .....        | 71. 50     |              |
| 18               | Toa Alta .....      | 111. 40                | 120. 00               | 42. 53       | 273. 93    | 451. 41      |
|                  | Vega Baja .....     | 68. 00                 | 96. 00                | 13. 48       | 177. 48    |              |
| 19               | Bayamón .....       | 194. 80                | 225. 00               | 34. 26       | 454. 06    | 454. 06      |
| Total .....      |                     | 5, 183. 68             | 6, 362. 20            | 4, 411. 81   | .....      | 15, 957. 69  |

TABLE XII.—*Expenses incurred by the local school boards: by months during the fiscal year ending June 30, 1903: by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year—Continued.*

## EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

| School district. | Municipality.       | December, 1902.        |                       |              |          |            |
|------------------|---------------------|------------------------|-----------------------|--------------|----------|------------|
|                  |                     | Rent of school-houses. | Teachers' house-rent. | Incidentals. | Total.   | Aggregate. |
| 1                | Rio Piedras .....   | \$35.00                | \$105.00              | \$24.42      | \$164.42 | \$5,686.82 |
|                  | San Juan .....      | 740.00                 | 780.00                | 4,002.40     | 5,522.40 |            |
| 2                | Carolina .....      | 105.00                 | 113.00                | 63.50        | 281.50   | 1,036.34   |
|                  | Rio Grande .....    | 145.18                 | 137.00                | 472.66       | 754.84   |            |
| 3                | Fajardo .....       | 63.50                  | 95.00                 | 57.42        | 215.92   | 455.61     |
|                  | Naguabo .....       | 62.00                  | 36.00                 | 14.70        | 112.70   |            |
|                  | Vieques .....       | 42.00                  | 60.00                 | 24.99        | 126.99   |            |
|                  | Humacao .....       | 96.00                  | 134.00                | 106.59       | 336.59   |            |
| 4                | San Lorenzo .....   | 82.00                  | 69.00                 | 15.49        | 166.49   | 802.08     |
|                  | Yabucoa .....       | 124.00                 | 105.00                | 70.00        | 299.00   |            |
|                  | Aguas Buenas .....  | 25.50                  | 41.00                 | 12.10        | 78.60    |            |
| 5                | Caguas .....        | 136.00                 | 156.00                | 207.61       | 499.61   | 988.36     |
|                  | Cayey .....         | 200.00                 | 108.00                | 102.15       | 410.15   |            |
|                  | Guayama .....       | 153.00                 | 306.00                | 201.52       | 660.52   |            |
| 6                | Patillas .....      | 50.00                  | 36.00                 | 7.00         | 93.00    | 753.52     |
|                  | Aibonito .....      | 75.00                  | 155.00                | 31.78        | 261.78   |            |
| 7                | Barros .....        | 112.00                 | 75.00                 | 67.05        | 254.05   | 663.03     |
|                  | Comerio .....       | 81.00                  | 51.00                 | 15.20        | 147.20   |            |
|                  | Coamo .....         | 106.00                 | 93.60                 | 55.52        | 255.12   |            |
| 8                | Juana Diaz .....    | 122.00                 | 123.00                | 152.12       | 397.12   | 898.68     |
|                  | Santa Isabel .....  | 58.00                  | 49.00                 | 139.44       | 246.44   |            |
|                  | Ponce .....         | 593.80                 | 726.20                | 635.35       | 1,955.35 | 1,955.35   |
| 10               | Lajas .....         | 41.00                  | 56.00                 | 43.12        | 140.12   | 732.49     |
|                  | Sabana Grande ..... | 58.00                  | 69.00                 | 44.10        | 171.10   |            |
|                  | Yauco .....         | 134.00                 | 152.00                | 135.27       | 421.27   |            |
| 11               | Cabo Rojo .....     | 37.00                  | 81.00                 | 48.02        | 166.02   | 548.66     |
|                  | Maricao .....       | 40.00                  | 40.00                 | 71.23        | 151.23   |            |
|                  | San German .....    | 55.00                  | 122.00                | 54.41        | 231.41   |            |
| 12               | Anasco .....        | 103.14                 | 99.00                 | 100.00       | 302.14   | 1,282.93   |
|                  | Las Marias .....    | 48.00                  | 52.00                 | 29.41        | 129.41   |            |
|                  | Mayaguez .....      | 278.00                 | 414.00                | 159.38       | 851.38   |            |
| 13               | Aguada .....        | 28.00                  | 51.00                 | .....        | 79.00    | 568.19     |
|                  | Aguadilla .....     | 81.76                  | 144.00                | 131.28       | 357.04   |            |
|                  | San Sebastian ..... | 39.00                  | 75.00                 | 18.15        | 132.15   |            |
| 14               | Camuy .....         | 92.00                  | 164.00                | 47.00        | 303.00   | 416.91     |
|                  | Isabela .....       | 50.00                  | 51.00                 | 12.91        | 113.91   |            |
| 15               | Arecibo .....       | 191.00                 | 360.00                | 122.15       | 673.15   | 882.20     |
|                  | Lares .....         | 50.00                  | 79.00                 | 80.05        | 209.05   |            |
| 16               | Adjuntas .....      | 68.00                  | 87.00                 | 24.00        | 179.00   | 615.20     |
|                  | Utua .....          | 151.00                 | 181.00                | 104.20       | 436.20   |            |
| 17               | Ciales .....        | 61.00                  | 66.00                 | 24.26        | 151.26   | 495.77     |
|                  | Manati .....        | 115.00                 | 121.00                | 23.00        | 259.00   |            |
|                  | Morovis .....       | 32.50                  | 39.00                 | 14.01        | 85.51    |            |
| 18               | Tor Alta .....      | 111.40                 | 120.00                | 42.53        | 273.93   | 462.25     |
|                  | Vega Baja .....     | 68.00                  | 96.00                 | 24.32        | 188.32   |            |
| 19               | Bayamón .....       | 202.00                 | 225.00                | 69.47        | 496.47   | 496.47     |
| Total .....      |                     | 5,341.78               | 6,497.80              | 7,901.28     | .....    | 19,740.86  |

TABLE XII.—*Expenses incurred by the local school boards; by months during the fiscal year ending June 30, 1903; by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year—Continued.*

## EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

| School district. | Municipality.       | January, 1903.         |                       |              |          |            |
|------------------|---------------------|------------------------|-----------------------|--------------|----------|------------|
|                  |                     | Rent of school-houses. | Teachers' house rent. | Incidentals. | Total.   | Aggregate. |
| 1                | Rio Piedras .....   | \$37.00                | \$110.00              | \$21.26      | \$168.26 | \$2,013.07 |
|                  | San Juan .....      | 740.00                 | 780.00                | 324.81       | 1,844.81 |            |
| 2                | Carolina .....      | 105.00                 | 111.50                | 14.00        | 230.50   | 582.84     |
|                  | Rio Grande .....    | 161.17                 | 137.00                | 54.17        | 352.34   |            |
| 3                | Fajardo .....       | 63.50                  | 92.00                 | 48.75        | 204.25   | 431.55     |
|                  | Naguabo .....       | 50.00                  | 38.00                 | 5.00         | 93.00    |            |
|                  | Vieques .....       | 42.00                  | 60.00                 | 32.30        | 134.30   |            |
| 4                | Humacao .....       | 100.00                 | 138.00                | 56.25        | 294.25   | 871.69     |
|                  | San Lorenzo .....   | 82.00                  | 188.00                | 8.44         | 278.44   |            |
|                  | Yabucoa .....       | 124.00                 | 105.00                | 70.00        | 299.00   |            |
| 5                | Aguas Buenas .....  | 25.50                  | 41.00                 | 24.88        | 91.38    | 821.00     |
|                  | Caguas .....        | 136.00                 | 150.00                | 172.61       | 458.61   |            |
|                  | Cayey .....         | 116.00                 | 110.40                | 44.61        | 271.01   |            |
| 6                | Guayama .....       | 154.00                 | 302.00                | 70.12        | 526.12   | 651.12     |
|                  | Patillas .....      | 50.00                  | 42.00                 | 33.00        | 125.00   |            |
| 7                | Aibonito .....      | 21.00                  | 51.00                 | 13.00        | 85.00    | 396.19     |
|                  | Barros .....        | 112.00                 | 75.80                 | 10.21        | 198.01   |            |
|                  | Comerio .....       | 51.00                  | 54.00                 | 8.18         | 113.18   |            |
| 8                | Coamo .....         | 106.00                 | 93.60                 | 54.80        | 254.40   | 746.44     |
|                  | Juana Diaz .....    | 122.00                 | 132.00                | 66.94        | 320.94   |            |
|                  | Santa Isabel .....  | 58.00                  | 46.00                 | 67.10        | 171.10   |            |
| 9                | Ponce .....         | 616.80                 | 712.25                | 223.49       | 1,552.54 | 1,552.54   |
| 10               | Lajas .....         | 41.00                  | 56.00                 | 75.25        | 172.25   | 726.87     |
|                  | Sabana Grande ..... | 58.00                  | 72.00                 | 25.24        | 155.24   |            |
|                  | Yauco .....         | 130.00                 | 152.00                | 117.28       | 399.28   |            |
| 11               | Cabo Rojo .....     | 37.00                  | 81.00                 | 16.00        | 134.00   | 455.84     |
|                  | Maricao .....       | 40.00                  | 40.00                 | 30.34        | 110.34   |            |
|                  | San German .....    | 55.00                  | 122.00                | 34.50        | 211.50   |            |
| 12               | Añasco .....        | 95.94                  | 99.00                 | 57.05        | 251.99   | 1,226.36   |
|                  | Las Marias .....    | 48.00                  | 52.00                 | 16.10        | 116.10   |            |
|                  | Mayaguez .....      | 282.00                 | 424.00                | 152.27       | 858.27   |            |
| 13               | Aguada .....        | 28.00                  | 51.00                 | .....        | 79.00    | 490.20     |
|                  | Aguadilla .....     | 77.60                  | 147.00                | 29.75        | 254.35   |            |
|                  | San Sebastian ..... | 39.00                  | 75.00                 | 42.85        | 156.85   |            |
| 14               | Camuy .....         | 92.00                  | 164.00                | .....        | 256.00   | 398.79     |
|                  | Isabela .....       | 59.00                  | 57.00                 | 26.79        | 142.79   |            |
| 15               | Arecibo .....       | 191.00                 | 361.00                | 85.42        | 637.42   | 799.42     |
|                  | Lares .....         | 50.00                  | 77.00                 | 35.00        | 162.00   |            |
| 16               | Adjuntas .....      | 84.00                  | 89.83                 | 35.85        | 209.68   | 589.01     |
|                  | Ututo .....         | 154.33                 | 193.00                | 32.00        | 379.33   |            |
| 17               | Ciales .....        | 61.00                  | 66.00                 | 29.07        | 156.07   | 612.57     |
|                  | Manati .....        | 115.00                 | 113.00                | 157.00       | 385.00   |            |
|                  | Morovis .....       | 32.50                  | 39.00                 | .....        | 71.50    |            |
| 18               | Toa Alta .....      | 111.40                 | 120.00                | 42.53        | 273.93   | 451.89     |
|                  | Vega Baja .....     | 68.00                  | 96.00                 | 13.96        | 177.96   |            |
| 19               | Bayamón .....       | 215.00                 | 225.00                | 41.50        | 481.50   | 481.50     |
| Total .....      |                     | 5,237.74               | 6,541.38              | 2,519.67     | .....    | 14,298.79  |

TABLE XII.—*Expenses incurred by the local school boards: by months during the fiscal year ending June 30, 1903: by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year—Continued.*

## EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

| School district. | Municipality.      | February, 1903.        |                       |              |          |            |
|------------------|--------------------|------------------------|-----------------------|--------------|----------|------------|
|                  |                    | Rent of school-houses. | Teachers' house rent. | Incidentals. | Total.   | Aggregate. |
| 1                | Rio Piedras.....   | \$37.00                | \$110.00              | \$41.97      | \$188.97 | \$2,090.27 |
|                  | San Juan.....      | 740.00                 | 820.00                | 341.30       | 1,901.30 |            |
| 2                | Carolina.....      | 105.00                 | 113.00                | 14.00        | 232.00   | 563.96     |
|                  | Rio Grande.....    | 149.17                 | 137.00                | 45.79        | 331.96   |            |
| 3                | Fajardo.....       | 60.00                  | 92.00                 | 251.03       | 403.03   | 666.24     |
|                  | Naguabo.....       | 54.60                  | 44.00                 | 17.25        | 115.25   |            |
|                  | Vieques.....       | 42.00                  | 56.00                 | 49.96        | 147.96   | 791.35     |
| 4                | Humacao.....       | 108.00                 | 148.40                | 54.50        | 310.90   |            |
|                  | San Lorenzo.....   | 82.00                  | 96.00                 | 3.45         | 181.45   | 791.35     |
|                  | Yabucoa.....       | 124.00                 | 105.00                | 70.00        | 299.00   |            |
| 5                | Agua Buenas.....   | 25.50                  | 41.00                 | 5.32         | 71.82    | 789.27     |
|                  | Caguas.....        | 138.80                 | 152.25                | 168.61       | 459.66   |            |
|                  | Cayey.....         | 116.00                 | 120.60                | 21.19        | 257.79   | 725.64     |
| 6                | Guayama.....       | 154.00                 | 295.67                | 155.96       | 605.63   |            |
|                  | Patillas.....      | 50.00                  | 42.00                 | 28.01        | 120.01   | 393.82     |
| 7                | Aibonito.....      | 27.00                  | 58.00                 | 5.00         | 90.00    |            |
|                  | Barros.....        | 112.00                 | 78.00                 | 4.66         | 194.66   | 949.97     |
|                  | Comerio.....       | 51.00                  | 54.00                 | 4.16         | 109.16   |            |
| 8                | Coamo.....         | 106.00                 | 93.60                 | 70.55        | 270.15   | 1,701.99   |
|                  | Juana Diaz.....    | 122.00                 | 137.00                | 112.79       | 371.79   |            |
|                  | Santa Isabel.....  | 58.00                  | 46.00                 | 204.03       | 308.03   | 630.78     |
| 9                | Ponce.....         | 651.09                 | 722.95                | 327.95       | 1,701.99 |            |
| 10               | Lajas.....         | 41.00                  | 56.00                 | .....        | 97.00    | 505.89     |
|                  | Sabana Grande..... | 58.00                  | 72.00                 | 49.38        | 179.38   |            |
|                  | Yauco.....         | 134.00                 | 152.00                | 68.40        | 354.40   | 505.89     |
| 11               | Cabo Rojo.....     | 37.00                  | 81.00                 | 31.98        | 152.98   |            |
|                  | Maricao.....       | 40.00                  | 40.00                 | 25.60        | 105.60   | 1,237.96   |
|                  | San German.....    | 55.00                  | 122.00                | 70.31        | 247.31   |            |
| 12               | Añasco.....        | 95.94                  | 99.00                 | 40.70        | 235.64   | 536.29     |
|                  | Las Marias.....    | 48.00                  | 52.00                 | 19.37        | 119.37   |            |
|                  | Mayaguez.....      | 279.00                 | 424.00                | 179.95       | 882.95   | 375.54     |
| 13               | Aguaada.....       | 28.00                  | 51.00                 | .....        | 79.00    |            |
|                  | Aguaadilla.....    | 77.60                  | 147.00                | 54.60        | 279.20   | 803.17     |
|                  | San Sebastian..... | 39.00                  | 75.00                 | 64.09        | 178.09   |            |
| 14               | Camuy.....         | 92.00                  | 164.00                | .....        | 256.00   | 612.23     |
|                  | Isabela.....       | 56.00                  | 57.00                 | 6.54         | 119.54   |            |
| 15               | Arecibo.....       | 191.00                 | 368.00                | 79.51        | 638.51   | 512.57     |
|                  | Lares.....         | 77.00                  | 50.00                 | 37.66        | 164.66   |            |
| 16               | Adjuntas.....      | 96.00                  | 93.00                 | 40.00        | 229.00   | 424.55     |
|                  | Utando.....        | 149.33                 | 195.50                | 38.40        | 383.23   |            |
| 17               | Ciales.....        | 61.00                  | 66.00                 | 18.10        | 145.10   | 518.10     |
|                  | Manati.....        | 115.00                 | 127.50                | 35.50        | 278.00   |            |
|                  | Morovis.....       | 32.50                  | 39.00                 | 17.97        | 89.47    | 518.10     |
| 18               | Toa Alta.....      | 111.40                 | 120.00                | 10.99        | 242.39   |            |
|                  | Vega Baja.....     | 68.00                  | 96.00                 | 18.16        | 182.16   | 518.10     |
| 19               | Bayamón.....       | 215.00                 | 225.00                | 78.10        | 518.10   |            |
|                  | Total.....         | 5,309.33               | 6,534.47              | 2,985.79     | .....    | 14,829.59  |

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TABLE XII.—*Expenses incurred by the local school boards: by months during the fiscal year ending June 30, 1903: by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year—Continued.*

EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

| School district. | Municipality.       | March, 1903.           |                       |              |          | Aggregate. |
|------------------|---------------------|------------------------|-----------------------|--------------|----------|------------|
|                  |                     | Rent of school-houses. | Teachers' house rent. | Incidentals. | Total.   |            |
| 1                | Rio Piedras .....   | \$37.00                | \$100.00              | \$19.58      | \$156.58 | \$2,299.78 |
|                  | San Juan .....      | 740.00                 | 786.00                | 617.20       | 2,143.20 |            |
| 2                | Carolina .....      | 105.00                 | 113.00                | 14.00        | 232.00   | 552.46     |
|                  | Rio Grande .....    | 149.17                 | 137.00                | 34.29        | 320.46   |            |
| 3                | Fajardo .....       | 60.00                  | 92.00                 | 41.75        | 193.75   | 421.43     |
|                  | Naguabo .....       | 62.00                  | 50.00                 | 2.00         | 114.00   |            |
|                  | Vieques .....       | 48.00                  | 56.00                 | 15.68        | 113.68   |            |
|                  | Humacao .....       | 108.00                 | 146.00                | 46.15        | 300.15   |            |
| 4                | San Lorenzo .....   | 82.00                  | 90.00                 | 3.70         | 175.70   | 774.85     |
|                  | Yabucoa .....       | 124.00                 | 105.00                | 70.00        | 299.00   |            |
|                  | Aguas Buenas .....  | 25.50                  | 41.00                 | 10.46        | 76.96    |            |
| 5                | Caguas .....        | 140.00                 | 153.00                | 170.61       | 463.61   | 806.69     |
|                  | Cayey .....         | 120.00                 | 124.00                | 22.12        | 266.12   |            |
| 6                | Guayama .....       | 154.00                 | 306.40                | 135.70       | 596.10   | 699.93     |
|                  | Patillas .....      | 50.00                  | 46.00                 | 7.83         | 103.83   |            |
| 7                | Aibonito .....      | 27.00                  | 73.00                 | 15.00        | 115.00   | 457.98     |
|                  | Barros .....        | 109.00                 | 85.80                 | 23.02        | 217.82   |            |
|                  | Comerio .....       | 57.00                  | 60.00                 | 8.16         | 125.16   |            |
| 8                | Coamo .....         | 101.60                 | 115.00                | 168.38       | 384.98   | 988.94     |
|                  | Juana Diaz .....    | 122.00                 | 142.00                | 27.84        | 291.84   |            |
|                  | Santa Isabel .....  | 92.00                  | 52.90                 | 167.22       | 312.12   |            |
| 9                | Ponce .....         | 698.26                 | 747.32                | 938.23       | 2,383.81 | 2,383.81   |
| 10               | Lajas .....         | 41.00                  | 56.00                 | 13.75        | 110.75   | 600.04     |
|                  | Sabana Grande ..... | 58.00                  | 72.00                 | 16.00        | 146.00   |            |
|                  | Yauco .....         | 134.00                 | 152.00                | 57.29        | 343.29   |            |
| 11               | Cabo Rojo .....     | 37.00                  | 81.00                 | 15.00        | 133.00   | 456.96     |
|                  | Maricao .....       | 40.00                  | 40.00                 | 32.46        | 112.46   |            |
|                  | San German .....    | 55.00                  | 122.00                | 34.50        | 211.50   |            |
| 12               | Añasco .....        | 95.94                  | 99.00                 | 18.15        | 213.09   | 1,297.70   |
|                  | Las Marias .....    | 48.00                  | 52.00                 | 7.85         | 107.85   |            |
|                  | Mayaguez .....      | 281.00                 | 424.00                | 271.76       | 976.76   |            |
| 13               | Aguada .....        | 28.00                  | 51.00                 | 0.00         | 79.00    | 537.80     |
|                  | Aguadilla .....     | 77.60                  | 147.00                | 40.60        | 265.20   |            |
|                  | San Sebastian ..... | 39.00                  | 75.00                 | 79.60        | 193.60   |            |
| 14               | Camuy .....         | 92.00                  | 164.00                | 0.00         | 256.00   | 395.46     |
|                  | Isabela .....       | 71.00                  | 57.00                 | 11.46        | 139.46   |            |
| 15               | Arecibo .....       | 191.00                 | 380.00                | 54.54        | 625.54   | 785.60     |
|                  | Lares .....         | 50.00                  | 77.00                 | 33.06        | 160.06   |            |
| 16               | Adjuntas .....      | 96.00                  | 122.00                | 87.42        | 305.42   | 734.24     |
|                  | Utüado .....        | 149.33                 | 204.84                | 74.65        | 428.82   |            |
| 17               | Ciales .....        | 61.00                  | 72.00                 | 8.00         | 141.00   | 588.07     |
|                  | Manatí .....        | 112.00                 | 119.50                | 126.10       | 357.60   |            |
|                  | Morovis .....       | 32.50                  | 39.00                 | 17.97        | 89.47    |            |
| 18               | Toa Alta .....      | 111.40                 | 120.00                | 5.50         | 236.90   | 410.90     |
|                  | Vega Baja .....     | 68.00                  | 96.00                 | 10.00        | 174.00   |            |
| 19               | Bayamón .....       | 215.00                 | 224.20                | 27.10        | 466.30   | 466.30     |
|                  | Total .....         | 5,389.30               | 6,667.96              | 3,601.68     | .....    | 15,658.94  |

TABLE XII.—*Expenses incurred by the local school boards: by months during the fiscal year ending June 30, 1903: by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year—Continued.*

## EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

| School district. | Municipality.       | April, 1903.           |                       |              |          |            |
|------------------|---------------------|------------------------|-----------------------|--------------|----------|------------|
|                  |                     | Rent of school-houses. | Teachers' house rent. | Incidentals. | Total.   | Aggregate. |
| 1                | Rio Piedras .....   | \$37.00                | \$110.00              | \$97.40      | \$244.40 | \$3,164.34 |
|                  | San Juan .....      | 936.36                 | 790.50                | 1,193.08     | 2,919.94 |            |
| 2                | Carolina .....      | 105.00                 | 110.00                | 39.82        | 254.82   | 575.86     |
|                  | Rio Grande .....    | 149.18                 | 141.00                | 30.86        | 321.04   |            |
| 3                | Fajardo .....       | 60.00                  | 106.00                | 47.52        | 213.52   | 443.69     |
|                  | Naguabo .....       | 62.00                  | 48.26                 | 0.00         | 110.26   |            |
|                  | Vieques .....       | 42.00                  | 60.26                 | 17.65        | 119.91   | 789.27     |
| 4                | Humacao .....       | 108.00                 | 146.00                | 61.07        | 315.07   |            |
|                  | San Lorenzo .....   | 82.00                  | 90.00                 | 3.20         | 175.20   | 846.01     |
|                  | Yabucoa .....       | 124.00                 | 105.00                | 70.00        | 299.00   |            |
| 5                | Agua Buenas .....   | 25.50                  | 39.60                 | 5.08         | 70.18    | 656.15     |
|                  | Caguas .....        | 140.00                 | 153.00                | 170.61       | 463.61   |            |
|                  | Cayey .....         | 120.00                 | 141.00                | 51.22        | 312.22   | 506.38     |
| 6                | Guayama .....       | 154.00                 | 300.65                | 86.50        | 541.15   |            |
|                  | Patillas .....      | 50.00                  | 43.00                 | 22.00        | 115.00   | 824.54     |
| 7                | Aibonito .....      | 27.00                  | 70.00                 | 13.30        | 110.30   |            |
|                  | Barros .....        | 109.00                 | 93.30                 | 72.56        | 274.86   | 1,936.88   |
|                  | Comerio .....       | 57.00                  | 60.00                 | 4.22         | 121.22   |            |
| 8                | Coamo .....         | 105.60                 | 118.00                | 27.68        | 251.28   | 824.54     |
|                  | Juana Diaz .....    | 122.00                 | 142.00                | 50.74        | 314.74   |            |
|                  | Santa Isabel .....  | 64.00                  | 103.91                | 90.61        | 258.52   | 1,936.88   |
| 9                | Ponce .....         | 642.80                 | 802.33                | 491.75       | 1,936.88 |            |
| 10               | Lajas .....         | 41.00                  | 56.00                 | 3.16         | 100.16   | 687.02     |
|                  | Sabana Grande ..... | 58.00                  | 72.00                 | 16.96        | 146.96   |            |
|                  | Yauco .....         | 134.00                 | 152.00                | 153.90       | 439.90   | 454.27     |
| 11               | Cabo Rojo .....     | 37.00                  | 81.00                 | 15.00        | 133.00   |            |
|                  | Maricao .....       | 40.00                  | 40.00                 | 29.77        | 109.77   | 1,206.40   |
|                  | San German .....    | 55.00                  | 122.00                | 34.50        | 211.50   |            |
| 12               | Añasco .....        | 95.94                  | 99.00                 | 36.00        | 230.94   | 603.12     |
|                  | Las Marias .....    | 48.00                  | 52.00                 | 24.88        | 124.88   |            |
|                  | Mayaguez .....      | 280.00                 | 424.00                | 146.58       | 850.58   | 774.37     |
| 13               | Aguada .....        | 28.00                  | 51.00                 | 2.92         | 81.92    |            |
|                  | Aguadilla .....     | 77.60                  | 147.00                | 147.39       | 371.99   | 396.93     |
|                  | San Sebastian ..... | 39.00                  | 75.00                 | 35.21        | 149.21   |            |
| 14               | Camuy .....         | 92.00                  | 164.00                | 8.00         | 264.00   | 741.19     |
|                  | Isabela .....       | 66.00                  | 57.00                 | 9.93         | 132.93   |            |
| 15               | Arecibo .....       | 191.00                 | 368.00                | 52.03        | 611.03   | 534.95     |
|                  | Lares .....         | 50.00                  | 77.00                 | 36.34        | 163.34   |            |
| 16               | Adjuntas .....      | 96.00                  | 122.00                | 121.36       | 339.36   | 424.92     |
|                  | Utundo .....        | 149.33                 | 213.00                | 39.50        | 401.83   |            |
| 17               | Ciales .....        | 61.00                  | 72.00                 | 7.50         | 140.50   | 510.07     |
|                  | Manati .....        | 115.00                 | 121.00                | 74.41        | 310.41   |            |
|                  | Morovis .....       | 32.50                  | 39.00                 | 12.54        | 84.04    | 510.07     |
| 18               | Toa Alta .....      | 111.40                 | 120.00                | 14.00        | 245.40   |            |
|                  | Vega Baja .....     | 68.00                  | 96.00                 | 15.52        | 179.52   | 510.07     |
| 19               | Bayamón .....       | 215.00                 | 221.00                | 74.07        | 510.07   |            |
|                  | Total .....         | 5,503.21               | 6,814.81              | 3,758.34     | .....    | 16,076.36  |

TABLE XII.—*Expenses incurred by the local school boards: by months during the fiscal year ending June 30, 1903: by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year—Continued.*

## EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

| School district. | Municipality.        | May, 1903.             |                       |              |          | Aggregate.  |
|------------------|----------------------|------------------------|-----------------------|--------------|----------|-------------|
|                  |                      | Rent of school-houses. | Teachers' house rent. | Incidentals. | Total.   |             |
| 1                | (Río Piedras .....   | \$37.00                | \$110.00              | \$33.05      | \$180.05 | \$2,330.38. |
|                  | (San Juan .....      | 740.00                 | 770.00                | 640.33       | 2,150.33 |             |
| 2                | (Carolina .....      | 105.00                 | 110.00                | 19.56        | 234.56   | 550.33.     |
|                  | (Río Grande .....    | 149.18                 | 141.00                | 25.59        | 315.77   |             |
| 3                | (Fajardo .....       | 60.00                  | 94.00                 | 46.61        | 200.61   | 450.66.     |
|                  | (Naguabo .....       | 62.00                  | 48.00                 | 20.00        | 130.00   |             |
|                  | (Vieques .....       | 42.00                  | 62.45                 | 15.60        | 120.05   |             |
| 4                | (Humacao .....       | 96.00                  | 142.00                | 70.25        | 308.25   | 785.25.     |
|                  | (San Lorenzo .....   | 82.00                  | 90.00                 | 6.00         | 178.00   |             |
|                  | (Yabucoa .....       | 124.00                 | 105.00                | 70.00        | 299.00   |             |
| 5                | (Aguas Buenas .....  | 25.50                  | 41.00                 | 12.70        | 79.20    | 687.04      |
|                  | (Caguas .....        | 140.00                 | 153.00                | 15.60        | 308.60   |             |
|                  | (Cayey .....         | 120.00                 | 132.00                | 47.24        | 299.24   |             |
| 6                | (Guayama .....       | 154.00                 | 296.00                | 54.20        | 504.20   | 638.45.     |
|                  | (Patillas .....      | 50.00                  | 40.00                 | 44.25        | 134.25   |             |
| 7                | (Aibonito .....      | 27.00                  | 70.00                 | 13.30        | 110.30   | 491.85.     |
|                  | (Barros .....        | 109.00                 | 96.00                 | 50.43        | 255.43   |             |
|                  | (Comerio .....       | 57.00                  | 60.00                 | 9.12         | 126.12   |             |
| 8                | (Coamo .....         | 118.00                 | 105.60                | 26.33        | 249.93   | 740.73.     |
|                  | (Juana Díaz .....    | 122.00                 | 132.00                | 69.44        | 323.44   |             |
|                  | (Santa Isabel .....  | 64.00                  | 64.00                 | 39.36        | 167.36   |             |
| 9                | Ponce .....          | 642.80                 | 790.45                | 254.73       | 1,687.98 | 1,687.98    |
| 10               | (Lajas .....         | 41.00                  | 56.00                 | 2.00         | 99.00    | 578.54      |
|                  | (Sabana Grande ..... | 58.00                  | 72.00                 | 17.04        | 147.04   |             |
|                  | (Yauco .....         | 134.00                 | 152.00                | 46.50        | 332.50   |             |
| 11               | (Cabo Rojo .....     | 37.00                  | 85.00                 | 61.46        | 183.46   | 531.24      |
|                  | (Maricao .....       | 40.00                  | 40.00                 | 33.93        | 113.93   |             |
|                  | (San German .....    | 55.00                  | 122.00                | 56.85        | 233.85   |             |
| 12               | (Añasco .....        | 95.94                  | 99.00                 | 14.88        | 209.82   | 1,208.43    |
|                  | (Las Marias .....    | 48.00                  | 52.00                 | 31.67        | 131.67   |             |
|                  | (Mayaguez .....      | 280.00                 | 424.00                | 162.94       | 866.94   |             |
| 13               | (Aguada .....        | 28.00                  | 51.00                 | 8.46         | 87.46    | 572.77      |
|                  | (Aguadilla .....     | 77.60                  | 147.00                | 80.19        | 304.79   |             |
|                  | (San Sebastian ..... | 39.00                  | 75.00                 | 66.52        | 180.52   |             |
| 14               | (Camuy .....         | 92.00                  | 164.00                | 48.00        | 304.00   | 433.18      |
|                  | (Isabela .....       | 66.00                  | 57.00                 | 6.18         | 129.18   |             |
| 15               | (Arecibo .....       | 191.00                 | 368.00                | 90.24        | 649.24   | 808.05      |
|                  | (Lares .....         | 50.00                  | 77.00                 | 31.81        | 158.81   |             |
| 16               | (Adjuntas .....      | 96.00                  | 122.00                | 24.00        | 242.00   | 662.91      |
|                  | (Utua .....          | 149.33                 | 213.00                | 58.58        | 420.91   |             |
| 17               | (Ciales .....        | 61.00                  | 72.00                 | 0.00         | 133.00   | 578.21      |
|                  | (Manatí .....        | 115.00                 | 121.00                | 131.42       | 367.42   |             |
|                  | (Morovis .....       | 32.50                  | 39.00                 | 6.29         | 77.79    |             |
| 18               | (Toa Alta .....      | 111.40                 | 120.00                | 7.00         | 238.40   | 415.22      |
|                  | (Vega Baja .....     | 68.00                  | 96.00                 | 12.82        | 176.82   |             |
| 19               | Bayamón .....        | 215.00                 | 215.00                | 77.46        | 507.46   | 507.46      |
|                  | Total .....          | 5,307.25               | 6,691.50              | 2,659.93     | .....    | 14,658.68   |



TABLE XII.—*Expenses incurred by the local school boards: by months during the fiscal year ending June 30, 1903; by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year—Continued.*

## EXPENSES OF LOCAL SCHOOL BOARDS—Continued.

| School district. | Municipality.      | June, 1903.            |                       |              |           |            | Total expenses during the year. |
|------------------|--------------------|------------------------|-----------------------|--------------|-----------|------------|---------------------------------|
|                  |                    | Rent of school-houses. | Teachers' house rent. | Incidentals. | Total.    | Aggregate. |                                 |
| 1                | Rio Piedras.....   | \$39.00                | \$106.15              | \$74.48      | \$219.63  | \$3,543.26 | \$1,881.42                      |
|                  | San Juan.....      | 740.00                 | 1,590.00              | 993.63       | 3,323.63  |            | 27,878.91                       |
| 2                | Carolina.....      | 105.00                 | 110.00                | 39.00        | 254.00    | 600.01     | 2,569.47                        |
|                  | Rio Grande.....    | 149.15                 | 141.00                | 55.86        | 346.01    |            | 3,728.80                        |
| 3                | Fajardo.....       | 60.00                  | 94.00                 | 50.06        | 204.06    | 496.62     | 2,175.73                        |
|                  | Naguabo.....       | 62.00                  | 48.00                 | 40.00        | 150.00    |            | 1,206.33                        |
|                  | Vieques.....       | 42.00                  | 60.00                 | 40.56        | 142.56    |            | 1,390.69                        |
| 4                | Humacao.....       | 96.00                  | 142.00                | 69.63        | 307.63    | 784.73     | 3,240.84                        |
|                  | San Lorenzo.....   | 82.00                  | 90.00                 | 6.10         | 178.10    |            | 1,905.68                        |
|                  | Yabucoa.....       | 124.00                 | 105.00                | 70.00        | 299.00    |            | 3,588.00                        |
| 5                | Agua Buenas.....   | 25.50                  | 41.00                 | 9.34         | 75.84     | 690.02     | 753.48                          |
|                  | Caguas.....        | 140.00                 | 153.00                | 24.45        | 317.45    |            | 4,687.84                        |
|                  | Cayey.....         | 120.00                 | 132.00                | 44.73        | 296.73    |            | 3,278.26                        |
| 6                | Guayama.....       | 154.00                 | 296.00                | 93.47        | 543.47    | 663.77     | 5,817.36                        |
|                  | Patillas.....      | 50.00                  | 40.00                 | 30.30        | 120.30    |            | 1,140.39                        |
| 7                | Aibonito.....      | 27.00                  | 70.00                 | 23.30        | 120.30    | 503.19     | 1,122.58                        |
|                  | Barros.....        | 109.00                 | 96.00                 | 14.75        | 219.75    |            | 2,249.76                        |
|                  | Comerio.....       | 57.00                  | 60.00                 | 46.14        | 163.14    |            | 1,275.52                        |
| 8                | Coamo.....         | 118.00                 | 105.60                | 38.30        | 261.90    | 680.33     | 2,788.48                        |
|                  | Juana Diaz.....    | 122.00                 | 132.00                | 15.00        | 269.00    |            | 3,288.88                        |
|                  | Santa Isabel.....  | 64.00                  | 64.00                 | 21.43        | 149.43    |            | 2,115.25                        |
| 9                | Ponce.....         | 642.80                 | 768.20                | 591.05       | 2,002.05  | 2,002.05   | 8,192.61                        |
|                  |                    |                        |                       |              |           |            | 18,985.92                       |
| 10               | Lajas.....         | 41.00                  | 56.00                 | 23.24        | 120.24    | 724.37     | 1,315.22                        |
|                  | Sabana Grande..... | 58.00                  | 72.00                 | 19.26        | 149.26    |            | 1,752.60                        |
|                  | Yauco.....         | 134.00                 | 152.00                | 168.87       | 454.87    |            | 3,858.29                        |
| 11               | Cabo Rojo.....     | 37.00                  | 85.00                 | 20.65        | 142.65    | 522.66     | 1,410.17                        |
|                  | Maricao.....       | 40.00                  | 40.00                 | 64.36        | 144.36    |            | 1,222.42                        |
|                  | San German.....    | 55.00                  | 122.00                | 58.65        | 235.65    |            | 2,549.72                        |
| 12               | Añasco.....        | 95.94                  | 99.00                 | 63.36        | 258.30    | 1,495.40   | 2,544.94                        |
|                  | Las Marias.....    | 48.00                  | 52.00                 | 62.27        | 162.27    |            | 1,313.11                        |
|                  | Mayaguez.....      | 280.00                 | 424.00                | 370.83       | 1,074.83  |            | 8,940.34                        |
| 13               | Aguada.....        | 28.00                  | 51.00                 | 6.01         | 85.01     | 519.89     | 812.39                          |
|                  | Aguadilla.....     | 77.60                  | 147.00                | 58.23        | 282.83    |            | 2,928.65                        |
|                  | San Sebastian..... | 75.00                  | 39.00                 | 38.05        | 152.05    |            | 1,664.32                        |
| 14               | Camuy.....         | 92.00                  | 164.00                | 19.20        | 275.20    | 401.39     | 2,603.51                        |
|                  | Isabela.....       | 66.00                  | 54.00                 | 6.19         | 126.19    |            | 1,326.62                        |
| 15               | Arecibo.....       | 191.00                 | 368.00                | 115.56       | 674.56    | 820.56     | 6,893.52                        |
|                  | Lares.....         | 50.00                  | 77.00                 | 19.00        | 146.00    |            | 1,828.08                        |
| 16               | Adjuntas.....      | 96.00                  | 122.00                | 55.77        | 273.77    | 689.27     | 2,319.73                        |
|                  | Utua.....          | 149.33                 | 213.00                | 53.17        | 415.50    |            | 4,511.67                        |
| 17               | Ciales.....        | 61.00                  | 72.00                 | 12.90        | 145.90    | 578.75     | 1,524.33                        |
|                  | Manati.....        | 115.00                 | 121.00                | 79.47        | 315.47    |            | 3,269.90                        |
|                  | Morovis.....       | 32.50                  | 39.00                 | 45.88        | 117.38    |            | 893.06                          |
| 18               | Toa Alta.....      | 111.40                 | 120.00                | 6.90         | 238.30    | 428.81     | 2,627.31                        |
|                  | Vega Baja.....     | 68.00                  | 96.00                 | 26.51        | 190.51    |            | 1,920.32                        |
| 19               | Bayamón.....       | 215.00                 | 215.00                | 58.05        | 488.05    | 488.05     | 4,547.63                        |
|                  |                    |                        |                       |              |           |            | 4,772.85                        |
|                  | Total.....         | 5,345.22               | 7,443.95              | 3,843.96     | 16,633.13 |            | 159,972.66                      |

TABLE XII.—*Expenses incurred by the local school boards; by months during the fiscal year ending June 30, 1903; by school districts, by municipalities, and total for the island; and indebtedness of each local school board in the several municipalities at the close of the fiscal year—Continued.*

| School district. | Municipality.   | Indebtedness of each municipality at the end of the fiscal year 1902-3. |                              |                          |                                |            |
|------------------|---|---|------------------------------|--------------------------|--------------------------------|------------|
|                  |   | Rent of school-houses.  | Teachers' house rent.        | Incidentals.             | Total.                         | Aggregate. |
| 1                | (Rio Piedras .....<br>(San Juan .....                     | \$0.00<br>0.00  | \$0.00<br>50.00              | \$0.00<br>205.42         | \$0.00<br>255.42               | \$255.42   |
| 2                | (Carolina .....<br>(Rio Grande .....                      | 0.00<br>0.00  | 0.00<br>0.00                 | 0.00<br>0.00             | 0.00<br>0.00                   |            |
| 3                | (Fajardo .....<br>(Naguabo .....<br>(Vieques .....        | 0.00<br>198.00<br>0.00  | 41.82<br>126.00<br>0.00      | 0.00<br>65.00<br>0.00    | 41.82<br>389.00<br>0.00        | 430.82     |
| 4                | (Humacao .....<br>(San Lorenzo .....<br>(Yabucoa .....    | 60.00<br>197.00<br>364.00   | 199.00<br>185.00<br>305.00   | 66.00<br>12.50<br>129.00 | 325.00<br>394.50<br>798.00     |            |
| 5                | (Aguas Buenas .....<br>(Caguas .....<br>(Cayey .....      | 233.50<br>178.00<br>556.00  | 222.60<br>153.00<br>297.30   | 17.03<br>815.94<br>75.00 | 473.13<br>1,146.94<br>928.30   | 2,548.37   |
| 6                | (Guayama .....<br>(Patillas .....                         | 55.00<br>82.00  | 39.20<br>22.00               | 33.97<br>1.00            | 128.17<br>105.00               |            |
| 7                | (Aibonito .....<br>(Barros .....<br>(Comerio .....        | 91.00<br>903.40<br>289.20   | 11.54<br>475.50<br>236.20    | 8.74<br>0.00<br>3.00     | 111.28<br>1,378.90<br>528.40   | 2,048.58   |
| 8                | (Coamo .....<br>(Juana Diaz .....<br>(Santa Isabel .....  | 0.00<br>488.00<br>0.00  | 0.00<br>525.00<br>0.00       | 0.00<br>15.00<br>0.00    | 0.00<br>1,028.00<br>0.00       |            |
| 9                | Ponce .....   | 1,494.80  | 582.60                       | 203.25                   | 2,280.65                       | 2,280.65   |
| 10               | (Lajas .....<br>(Sabana Grande .....<br>(Yauco .....      | 45.00<br>58.00<br>1,466.42  | 220.00<br>72.00<br>601.00    | 3.95<br>21.26<br>249.65  | 268.95<br>151.26<br>2,317.07   | 2,737.28   |
| 11               | (Cabo Rojo .....<br>(Maricao .....<br>(San German .....   | 74.00<br>20.00<br>0.00  | 191.00<br>0.00<br>0.00       | 46.71<br>28.93<br>0.00   | 311.71<br>48.93<br>0.00        |            |
| 12               | (Añasco .....<br>(Las Marias .....<br>(Mayaguez .....     | 505.68<br>361.00<br>1,396.00  | 461.00<br>282.00<br>1,925.00 | 65.70<br>41.03<br>235.70 | 1,032.38<br>684.03<br>3,556.70 | 5,273.11   |
| 13               | (Aguada .....<br>(Aguadilla .....<br>(San Sebastian ..... | 168.00<br>0.00<br>0.00  | 306.00<br>0.00<br>0.00       | 0.00<br>0.00<br>0.00     | 174.00<br>0.00<br>0.00         |            |
| 14               | (Camuy .....<br>(Isabela .....                            | 527.00<br>135.00  | 863.10<br>6.00               | 0.00<br>7.19             | 1,390.10<br>148.19             | 1,538.29   |
| 15               | (Arecibo .....<br>(Lares .....                            | 0.00<br>0.00  | 360.00<br>0.00               | 157.71<br>0.00           | 517.71<br>0.00                 |            |
| 16               | (Adjuntas .....<br>(Utua .....<br>(Utuado .....           | 541.34<br>642.32  | 604.63<br>836.34             | 113.83<br>15.81          | 1,259.80<br>1,494.47           | 2,754.27   |
| 17               | (Ciales .....<br>(Manatí .....<br>(Morovis .....          | 623.90<br>917.00<br>130.00  | 549.00<br>852.00<br>81.00    | 0.00<br>257.00<br>27.70  | 1,172.90<br>2,026.00<br>238.70 |            |
| 18               | (Toa Alta .....<br>(Vega Baja .....                       | 943.60<br>157.00  | 715.00<br>0.00               | 66.51<br>11.02           | 1,725.11<br>168.02             | 1,893.13   |
| 19               | Bayamón .....   | 690.00  | 605.00                       | 46.00                    | 1,341.00                       |            |
|                  | Total .....   | 14,591.16   | 13,031.83                    | 3,046.55                 |                                | 30,669.54  |

TABLE XIII.—*Summary of school statistics, showing the number of schools open; number of teachers employed; number of pupils enrolled as attending at the end of each month; number of pupils enrolled from the beginning of the school year to the end of each school month, excluding duplicates; the average enrollment; average daily attendance; average number of days the schools were kept; aggregate number of days' attendance; average daily per cent of attendance; total average daily attendance; average age of pupils enrolled; and cost of the schools to the municipalities: by months for the whole island and average for the year, also the same statistics for school districts, in the common schools, and the same for all the special schools.*

|                                   | 1<br>Number<br>of<br>schools<br>open. | 2<br>Number<br>of<br>teachers<br>em-<br>ployed. | 3<br>Number of pupils enrolled as attending at end of<br>each month (at end of year in separate districts). |          |          |          |        |
|-----------------------------------|---------------------------------------|---|---|----------|----------|----------|--------|
|                                   |                                       |   | White.  |          | Colored. |          | Total. |
|                                   |                                       |   | Males.  | Females. | Males.   | Females. |        |
| October.....                      | 914                                   | 996   | 16,980  | 10,853   | 6,536    | 4,527    | 38,896 |
| November.....                     | 925                                   | 1,007   | 17,983  | 11,499   | 6,814    | 4,780    | 41,076 |
| December.....                     | 928                                   | 1,018   | 18,473  | 11,839   | 6,975    | 4,880    | 42,167 |
| January.....                      | 938                                   | 1,033   | 19,363  | 12,554   | 7,046    | 4,993    | 43,956 |
| February.....                     | 953                                   | 1,046   | 20,063  | 12,973   | 7,172    | 5,109    | 45,317 |
| March.....                        | 1,000                                 | 1,097   | 21,223  | 13,854   | 7,443    | 5,289    | 47,809 |
| April.....                        | 1,014                                 | 1,106   | 21,244  | 14,053   | 7,452    | 5,376    | 48,125 |
| May.....                          | 1,007                                 | 1,100   | 21,025  | 13,899   | 7,400    | 5,392    | 47,716 |
| June.....                         | 1,005                                 | 1,097   | 20,619  | 13,602   | 7,303    | 5,322    | 46,846 |
| Average.....                      | 969                                   | 1,056   | 19,664  | 12,792   | 7,127    | 5,074    | 44,657 |
| DISTRICTS.                        |                                       |   |   |          |          |          |        |
| No. 1.....                        | 55                                    | 79  | 669   | 599      | 508      | 457      | 2,233  |
| No. 2.....                        | 49                                    | 56  | 808   | 511      | 638      | 404      | 2,361  |
| No. 3.....                        | 46                                    | 49  | 706   | 530      | 343      | 284      | 1,863  |
| No. 4.....                        | 52                                    | 64  | 1,054   | 665      | 417      | 251      | 2,387  |
| No. 5.....                        | 66                                    | 79  | 1,246   | 809      | 467      | 302      | 2,824  |
| No. 6.....                        | 41                                    | 48  | 600   | 272      | 487      | 251      | 1,590  |
| No. 7.....                        | 51                                    | 57  | 1,287   | 764      | 213      | 111      | 2,375  |
| No. 8.....                        | 52                                    | 63  | 969   | 678      | 612      | 409      | 2,668  |
| No. 9.....                        | 74                                    | 96  | 1,106   | 829      | 641      | 474      | 3,041  |
| No. 10.....                       | 55                                    | 62  | 1,048   | 826      | 382      | 290      | 2,546  |
| No. 11.....                       | 50                                    | 59  | 909   | 696      | 291      | 198      | 2,094  |
| No. 12.....                       | 69                                    | 85  | 1,224   | 975      | 376      | 294      | 2,869  |
| No. 13.....                       | 57                                    | 67  | 1,460   | 791      | 238      | 212      | 2,901  |
| No. 14.....                       | 48                                    | 58  | 1,395   | 614      | 122      | 77       | 2,208  |
| No. 15.....                       | 58                                    | 65  | 1,175   | 802      | 406      | 312      | 2,695  |
| No. 16.....                       | 49                                    | 65  | 1,334   | 830      | 63       | 47       | 2,274  |
| No. 17.....                       | 48                                    | 58  | 1,270   | 776      | 197      | 166      | 2,409  |
| No. 18.....                       | 48                                    | 57  | 1,412   | 905      | 418      | 377      | 3,112  |
| No. 19.....                       | 58                                    | 63  | 947   | 739      | 484      | 426      | 2,596  |
| The whole island.....             | 1,026                                 | 1,220   | 20,619  | 13,602   | 7,303    | 5,322    | 46,846 |
| SPECIAL SCHOOLS.                  |                                       |   |   |          |          |          |        |
| Insular normal <sup>a</sup> ..... | 4                                     | 11  | 44  | 60       | 2        | 11       | 117    |
| Model.....                        | 2                                     | 3   | 17  | 21       | 6        | 5        | 49     |
| High and graded.....              | 23                                    | 34  | 343   | 312      | 53       | 69       | 777    |
| Industrial.....                   | 6                                     | 10  | 65  | 65       | 29       | 41       | 200    |
| Night.....                        | 44                                    | 64  | 566   | 266      | 461      | 154      | 1,437  |
| Kindergarten.....                 | 10                                    | 12  | 123   | 148      | 39       | 42       | 352    |
| Total.....                        | .....                                 | 134   | 1,148   | 872      | 590      | 322      | 2,932  |

<sup>a</sup> Statistics incomplete.

**TABLE XIII.**—*Summary of school statistics, showing the number of schools open; number of teachers employed; number of pupils enrolled as attending at the end of each month; number of pupils enrolled from the beginning of the school year to the end of each school month, excluding duplicates; the average enrollment; average daily attendance; average number of days the schools were kept; aggregate number of days' attendance; average daily per cent of attendance; total average daily attendance; average age of pupils enrolled; and cost of the schools to the municipalities: by months for the whole island and average for the year, also the same statistics for school districts, in the common schools, and the same for all the special schools—Continued.*

|                                   | 4  |          |          |          |        |  | 5     | 6     |
|-----------------------------------|--|----------|----------|----------|--------|--|-------|-------|
|                                   | Number of pupils enrolled from beginning of year to end of month (to end of year in separate districts). |          |          |          |        |  |       |       |
|                                   | White.   |          | Colored. |          | Total. | Total excluding duplicates or reenrollments. |       |       |
|                                   | Males.   | Females. | Males.   | Females. |        |  |       |       |
| October .....                     | 17,413   | 11,115   | 6,730    | 4,650    | 39,908 | 39,908                                       | 42.55 | 33.92 |
| November .....                    | 19,570   | 12,632   | 7,516    | 5,252    | 44,970 | 44,748                                       | 44.40 | 34.92 |
| December .....                    | 20,845   | 13,488   | 7,920    | 5,534    | 47,787 | 47,324                                       | 45.43 | 33.92 |
| January .....                     | 23,077   | 15,214   | 8,543    | 6,076    | 52,910 | 51,906                                       | 46.86 | 34.79 |
| February .....                    | 24,956   | 16,482   | 9,131    | 6,538    | 57,107 | 55,578                                       | 47.54 | 36.24 |
| March .....                       | 27,387   | 18,219   | 9,950    | 7,139    | 62,695 | 59,679                                       | 47.61 | 36.07 |
| April .....                       | 28,717   | 19,268   | 10,452   | 7,583    | 66,020 | 62,068                                       | 47.46 | 36.58 |
| May .....                         | 29,581   | 19,887   | 10,751   | 7,864    | 68,083 | 63,467                                       | 47.38 | 37.06 |
| June .....                        | 29,971   | 20,148   | 10,904   | 7,987    | 69,010 | 64,039                                       | 46.61 | 35.68 |
| Average .....                     |  |          |          |          |        |  | 46.26 | 35.51 |
| DISTRICTS.                        |  |          |          |          |        |  |       |       |
| No. 1 .....                       | 1,238  | 1,088    | 864      | 772      | 3,962  |  | 41.27 | 34.64 |
| No. 2 .....                       | 1,179  | 734      | 924      | 606      | 3,443  |  | 50.32 | 41.13 |
| No. 3 .....                       | 1,186  | 872      | 540      | 487      | 3,085  |  | 46.29 | 37.57 |
| No. 4 .....                       | 1,493  | 942      | 546      | 316      | 3,297  |  | 45.67 | 32.98 |
| No. 5 .....                       | 1,980  | 1,469    | 692      | 460      | 4,601  |  | 43.54 | 33.15 |
| No. 6 .....                       | 941  | 469      | 822      | 385      | 2,617  |  | 39.88 | 30.63 |
| No. 7 .....                       | 1,773  | 1,060    | 308      | 141      | 3,282  |  | 44.71 | 35.47 |
| No. 8 .....                       | 1,406  | 948      | 888      | 604      | 3,846  |  | 53.72 | 41.33 |
| No. 9 .....                       | 1,400  | 1,032    | 839      | 648      | 3,919  |  | 40.64 | 35.07 |
| No. 10 .....                      | 1,412  | 1,124    | 534      | 394      | 3,464  |  | 49.36 | 39.96 |
| No. 11 .....                      | 1,304  | 1,024    | 452      | 287      | 3,067  |  | 42.88 | 34.74 |
| No. 12 .....                      | 2,221  | 1,718    | 693      | 598      | 5,230  |  | 41.68 | 33.61 |
| No. 13 .....                      | 2,155  | 1,216    | 399      | 370      | 4,140  |  | 46.25 | 33.75 |
| No. 14 .....                      | 1,803  | 835      | 156      | 106      | 2,900  |  | 46.84 | 35.79 |
| No. 15 .....                      | 1,717  | 1,138    | 570      | 449      | 3,874  |  | 46.82 | 35.35 |
| No. 16 .....                      | 1,832  | 1,284    | 104      | 76       | 3,296  |  | 45.10 | 35.38 |
| No. 17 .....                      | 1,835  | 1,038    | 319      | 227      | 3,419  |  | 47.64 | 34.09 |
| No. 18 .....                      | 1,891  | 1,199    | 585      | 511      | 4,186  |  | 43.69 | 33.40 |
| No. 19 .....                      | 1,205  | 958      | 669      | 550      | 3,382  |  | 46.90 | 35.88 |
| The whole island ...              | 29,971   | 20,148   | 10,904   | 7,987    | 69,010 | 64,039                                       | 46.26 | 35.51 |
| SPECIAL SCHOOLS.                  |  |          |          |          |        |  |       |       |
| Insular normal <sup>a</sup> ..... | 58   | 80       | 3        | 16       | 157    |  | 32.14 | ..... |
| Model <sup>a</sup> .....          | 22   | 23       | 8        | 5        | 58     |  | 18.30 | ..... |
| High and graded .....             | 523  | 441      | 79       | 103      | 1,146  |  | 35.59 | 29.90 |
| Industrial .....                  | 126  | 116      | 60       | 79       | 381    |  | 33.54 | 28.47 |
| Night .....                       | 1,899  | 664      | 1,274    | 379      | 4,216  |  | 37.53 | 25.27 |
| Kindergarten .....                | 228  | 235      | 71       | 70       | 604    |  | 43.58 | 28.84 |
| Total .....                       | 2,856  | 1,559    | 1,495    | 652      | 6,562  | 6,177  | ..... | ..... |

<sup>a</sup>Statistics incomplete.

TABLE XIII.—*Summary of school statistics, showing the number of schools open; number of teachers employed; number of pupils enrolled as attending at the end of each month; number of pupils enrolled from the beginning of the school year to the end of each school month, excluding duplicates; the average enrollment; average daily attendance; average number of days the schools were kept; aggregate number of days' attendance; average daily per cent of attendance; total average daily attendance; average age of pupils enrolled; and cost of the schools to the municipalities: by months for the whole island and average for the year, also the same statistics for school districts, in the common schools, and the same for all the special schools—Continued.*

|                               | 7  | 8                                     | 9                                     | 10                        | 11   | 12                                 |
|-------------------------------|--|---------------------------------------|---------------------------------------|---------------------------|--|------------------------------------|
|                               | Average number of days each school was kept. | Aggregate number of days' attendance. | Average daily per cent of attendance. | Average daily attendance. | Average age of all pupils enrolled as attending. | Cost of schools to municipalities. |
| October.....                  | 19.07  | 620,061.0                             | 89.00                                 | 31,003.05                 | 10.02  | <i>a</i> \$32,118.62               |
| November.....                 | 18.74  | 646,000.0                             | 85.05                                 | 32,300.00                 | 10.01  | 15,957.69                          |
| December.....                 | 18.50  | 629,505.5                             | 83.97                                 | 31,475.28                 | 10.01  | 19,740.86                          |
| January.....                  | 19.26  | 652,813.5                             | 78.62                                 | 32,640.68                 | 10.08  | 14,298.79                          |
| February.....                 | 18.51  | 690,769.5                             | 84.88                                 | 34,538.48                 | 9.97   | 14,829.59                          |
| March.....                    | 18.41  | 724,201.5                             | 85.09                                 | 36,210.08                 | 9.99   | 15,658.94                          |
| April.....                    | 19.11  | 742,001.5                             | 82.99                                 | 37,100.08                 | 9.94   | 16,076.36                          |
| May.....                      | 19.63  | 746,360.5                             | 82.33                                 | 37,318.03                 | 9.94   | 14,658.68                          |
| June.....                     | 19.35  | 717,194.5                             | 81.55                                 | 35,859.73                 | 10.14  | 16,633.13                          |
| Average.....                  | 18.98  | 6,168,907.5                           | 83.81                                 | 34,271.71                 | 10.00  | 159,972.66                         |
| DISTRICTS.                    |  |                                       |                                       |                           |  |                                    |
| No. 1.....                    | 174.92                                       | 338,085.5                             | 88.85                                 | 1,878.25                  | 10.14  | 27,760.33                          |
| No. 2.....                    | 172.45                                       | 351,324.0                             | 86.32                                 | 1,951.80                  | 10.02  | 6,298.27                           |
| No. 3.....                    | 167.57                                       | 266,018.0                             | 88.30                                 | 1,477.88                  | 9.77   | 4,772.75                           |
| No. 4.....                    | 170.75                                       | 294,262.0                             | 80.30                                 | 1,634.79                  | 9.49   | 8,734.52                           |
| No. 5.....                    | 168.26                                       | 360,102.5                             | 81.48                                 | 2,000.57                  | 9.83   | 8,819.58                           |
| No. 6.....                    | 170.93                                       | 221,832.0                             | 81.20                                 | 1,232.40                  | 9.78   | 6,957.75                           |
| No. 7.....                    | 168.42                                       | 288,781.0                             | 85.51                                 | 1,604.34                  | 10.04  | 4,647.86                           |
| No. 8.....                    | 169.19                                       | 333,947.5                             | 83.93                                 | 1,855.26                  | 10.10  | 8,192.61                           |
| No. 9.....                    | 171.58                                       | 404,773.5                             | 91.94                                 | 2,248.74                  | 10.42  | 18,985.92                          |
| No. 10.....                   | 170.19                                       | 379,656.5                             | 87.18                                 | 2,109.20                  | 10.27  | 6,926.11                           |
| No. 11.....                   | 172.23                                       | 310,404.5                             | 83.35                                 | 1,724.47                  | 10.26  | 5,182.31                           |
| No. 12.....                   | 174.24                                       | 409,421.0                             | 81.73                                 | 2,274.56                  | 9.82   | 12,798.39                          |
| No. 13.....                   | 169.53                                       | 348,978.5                             | 76.72                                 | 1,938.77                  | 10.17  | 5,405.36                           |
| No. 14.....                   | 172.59                                       | 297,108.5                             | 80.20                                 | 1,650.60                  | 10.21  | 3,930.13                           |
| No. 15.....                   | 170.00                                       | 363,484.0                             | 81.93                                 | 2,019.36                  | 10.32  | 8,721.60                           |
| No. 16.....                   | 169.52                                       | 270,332.0                             | 83.45                                 | 1,501.84                  | 9.96   | 6,831.40                           |
| No. 17.....                   | 170.48                                       | 289,111.0                             | 82.96                                 | 1,606.17                  | 9.89   | 5,687.29                           |
| No. 18.....                   | 168.71                                       | 275,230.5                             | 82.61                                 | 1,529.06                  | 9.66   | 4,547.63                           |
| No. 19.....                   | 167.19                                       | 348,055.0                             | 84.37                                 | 1,933.64                  | 9.66   | 4,772.85                           |
| The whole island...           | 170.85                                       | 6,168,907.5                           | 83.81                                 | 34,271.71                 | 10.00  | 159,972.66                         |
| SPECIAL SCHOOLS.              |  |                                       |                                       |                           |  |                                    |
| Insular normal <i>b</i> ..... |  |                                       |                                       |                           |  |                                    |
| Model <i>b</i> .....          |  |                                       |                                       |                           |  |                                    |
| High and graded.....          |  |                                       |                                       |                           |  |                                    |
| Industrial.....               | 169.83                                       | 119,013.0                             | 93.69                                 | 661.73                    | 12.55  |                                    |
| Night.....                    | 171.72                                       | 27,332.5                              | 90.00                                 | 151.85                    | 14.12  |                                    |
| Kindergarten.....             | 161.10                                       | 176,909.0                             | 78.18                                 | 982.82                    | 17.36  |                                    |
| Total.....                    | 169.74                                       | 43,258.5                              | 77.38                                 | 240.33                    | 5.26   |                                    |

*a* Including July, August, September.*b* Statistics incomplete.

## DIVISION OF SCHOOL EXTENSION.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
SAN JUAN, September 1, 1903.

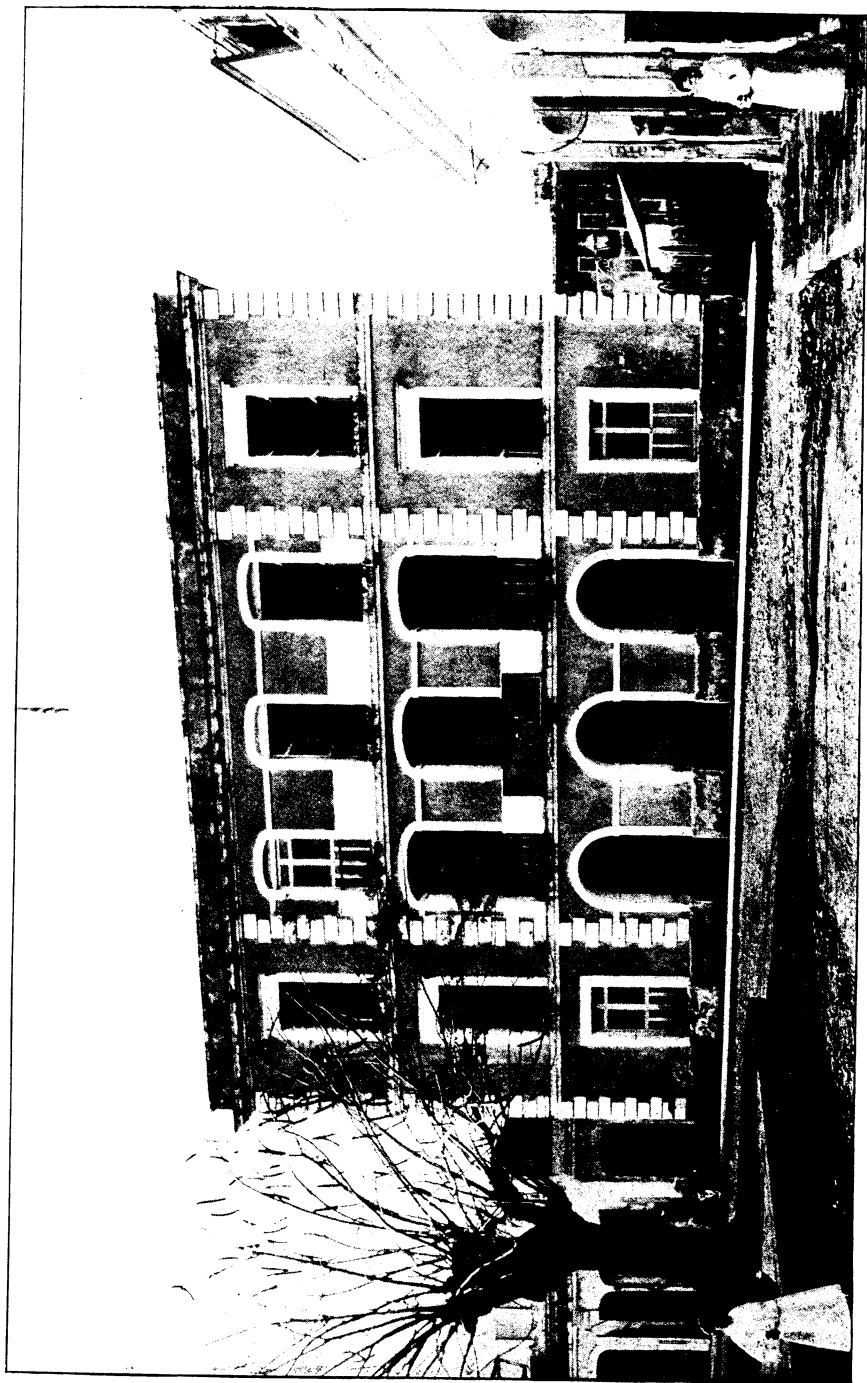
SIR: I have the honor to submit the following report of work completed by this division during the fiscal year ending June 30, 1903:

The building of schoolhouses throughout the island has gone steadily forward during the past year. The interest displayed by the municipal councils, school boards, and individuals in the different municipalities where the department has desired to erect buildings has been without exception very keen, and therefore very encouraging. The interest displayed by others in municipalities where no propositions to erect buildings have been made is also very great, as many letters requesting consideration of their needs and praying that suitable buildings be erected to take the place of old ones now in use portray. But the result of my labor has not been so encouraging as I had hoped for, being due principally to inability to secure title to property in rural and other districts on which to erect buildings. As an illustration of the delays to which I am subjected I state the following case: In the municipality of Utuado I wish to erect a rural school. In that municipality I have had title searched to six pieces of property and have just received report from the attorney-general that the last is free from all encumbrances. The superintendent of the district reports that this property is level, is a half acre in area, rectangular in form, with a width varying from 8 to 14 yards. A greater width can be secured, but it will be on a steep hillside which would shed all water on lower plain where building would naturally be located and would be absolutely unfit for building purposes. This is the only property of those searched, six in all, to which a clear title exists, and four months' time has been expended in reaching this point. These delays are encountered in securing titles to property for rural school purposes in all districts.

It is the exception where the titles of not more than three different properties are searched before finding one free from all encumbrances, and it has been my experience that the farther inland I get the more difficult it is to secure clear titles. In the towns, for graded school purposes, some few municipalities are in possession of property and can give title with no more delay than necessary to convert "title of possession," which they hold, into "title of dominion." This requires action of the courts and three months' time, but these are exceptional ones. Where property has to be acquired by purchase the matter becomes complicated for the reason that, in most cases, the financial condition of the town will not permit their paying cash, and endless delay follows.

The above are the reasons why better results are not reported, and it is a difficulty that can not be overcome.

As regards the actual building operations, I wish to state that the actual cost per building is slightly increased over what it was during the last year, which is due principally to the fact that our points of operation are now in towns more inaccessible than formerly. The towns are also smaller and are, in most cases, inland, many miles from point where cement and lumber are delivered by steamer, all of which is to be hauled by bull transportation to building, which adds materially to the cost of operations. The towns being smaller, materials are scarcer, and when dealers of stone, brick, sand, and lime combine and force prices up from 25 to 60 per cent, cost of construction naturally increases, but, through competition, we have in all cases secured reasonable figures for work, and in some cases exceptionally low ones. As an illustration of the range of figures submitted in response to advertisement for proposal, I cite the following: The estimated value of the building to be erected at Guanica was \$9,458.16. The high bid was \$11,500, or \$2,041.84 over estimated value, and a clear profit, as per my figures, of at least \$3,618.20 on a four-room building, which will occupy not over three months to complete. The high bidder was an American who has been here several years and knows conditions thoroughly, and who thinks that the administration is making a mistake to award any contract to lowest bidder, unless it should chance to be himself. It is his claim, and also that of the next lowest bidder, whose bid on this job was \$100 less than above amount, that no one but themselves can do good work, and, therefore, contracts should not be awarded to anyone but themselves, who would reap handsome profits and really do no better work than men now employed are doing. During the last year I experienced great difficulty in securing buildings under contract when needed. Sufficient time was allowed for erection of building when contract was signed, but work would extend over that period for two or three months and due entirely to failure of contractor to secure material and cause delivery of same by the time it was needed. To overcome this I have incorporated in all contracts a penalty clause, as follows:



AGUADILLA GRADED SCHOOL.





*"Failure to complete.*—In case the work is not completed within the time hereinbefore stipulated for its completion, or within such further time as, in accordance with the provisions of this agreement, shall be fixed or allowed for such performance or completion, it is distinctly understood and agreed that deductions at the rate of one hundred (\$100.00) dollars per day shall be made from the contract price as liquidated damages and not as penalty for each and every calendar day after and exclusive of the date within which completion was required, up to and including the date of completion and acceptance of the work, said sum being specifically agreed upon in advance as the measure of damage to the people of Porto Rico by reason of delay in the completion of the work; and the contractor agrees and consents that the contract price reduced by the aggregate of damages so deducted shall be accepted in full satisfaction for all work done under the contract."

This has had desirable effect on all contractors except one, the very man who caused so much trouble last year. He has two contracts and is behind on each at least thirty days, and work nowhere near completion. He seems absolutely indifferent about the matter now, but I anticipate a change when we hold back his money.

The following clause has also been inserted in each contract (there being no general lien law in existence) for the reason that I have no great faith in any of the men doing work at present paying all their bills.

"If any person, firm, or corporation, who may furnish any material or labor in connection with the erection of the building herein contracted for, shall notify the commissioner of education in writing at any time during the erection of said building under this contract, of the amount and value of such labor or material, showing how much there is due and unpaid thereon, the commissioner of education shall have the right to retain out of any money then due or to become due to the contractor an amount sufficient to completely pay off such claim or claims. Should there prove to be any such claim or claims after all payments have been made to the contractor, and for which claim or claims the commissioner of education might become liable, then and in that event the contractor shall refund to the commissioner of education all moneys that the latter may be compelled to pay in the discharge of such claim or claims."

Up to the present time there have been no claims filed with the department.

At the time of opening work in this division there were no buildings on the island that had been erected for school purposes. Those that were hired were in most cases poorly adapted to the purpose; therefore, to inaugurate the work and at the same time recognize each district of the island, offers were made by the department to erect in each district a graded and a rural school building; all expense being borne by the department. The result was that the supervisors in all cases recommended that the graded school be erected in their largest town, which was also the most prosperous town, and this was done. During the past year this policy has been changed so that now buildings under erection are paid for in part by the municipalities. A building completed at Cabo Rojo, and those under erection at Rio Grande, Adjuntas, San Sebastian, Sabana Grande, and Guanica, are being paid for on the half-and-half plan. Carolina and Cataña have agreed to do the same; Ponce has agreed to pay \$12,500 of the total cost of one 12-room building to cost not less than \$18,000, and one 6-room building to cost not less than \$10,000. Juana Diaz wishes to pay two-thirds of the total cost of a 6-room building and Lajas one-third of the cost of a 3-room building, and Maricao, Las Marias, Añasco, Rio Piedras, Vieques, and Yabucoa half the cost of buildings.

With the completion of the above about all the towns on the island that can afford to contribute on the half-and-half plan will have done so, and our work will cease except in the rural districts. But this should not be, for there are many municipalities that have never been recognized and which are too poor to contribute. Maunabo, Patillas, Aguas Buenas, Guayanilla, Camuy, Isabela, Dorado, Toa Bajo, and many others are in a frightful condition financially and could not hope, for several years at least, to be in a position to pay part of the cost of school buildings, and yet in these districts, many of them in coffee sections where the shock of the cyclone was severest, where recovery from same is not yet, where all industries are at a standstill, and where there are many children (some attend school, in many cases in buildings absolutely unfit for the purpose and in several cases unsafe), the majority of them are out of school and could not go if they would, for there are no accommodations, nor likely to be unless the government comes to their aid with suitable buildings. And why should it not? It saw fit to erect buildings, entirely free of cost, in Caguas, Cayey, Aibonito, Guayama, Humacao, and many other towns of the first importance financially in the island, and if for them why not for the poorer municipalities? There can be no doubt of the interest taken in education by the people in general. No matter in what section or how poor they may be they want schools, they want their children in schools, and are ever ready to do all in their power to advance the

cause of education in their districts. They want, particularly, buildings for school purposes, and will go to extremes to secure them; oftentimes the municipal councils pass resolutions to gain buildings that would work severe hardships on themselves if accepted. With these people of the poorer municipalities our work lies during the next year. They are as keen for educational advantages as their more fortunate brothers and sisters in the larger towns, for whom much has been done, and it is my hope that as many as possible of these sections be recognized by the erection of buildings as our funds will permit, if necessary at the expense of the insular government, before any general extension work is done on the half-and-half plan with the more prosperous towns that have already been recognized.

I attach statements showing results during the fiscal years 1901, 1902, and 1903.

Very respectfully,

CHARLES G. POST,

*Chief of Division of School Extension.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

### SCHOOLHOUSES IN PORTO RICO.

*Schoolhouses completed during the year ending June 30, 1901.*

#### ONE-ROOM FRAME SCHOOL BUILDINGS.

|                  | Date of contract. | Amount.    | Com-<br>pleted. |
|------------------|-------------------|------------|-----------------|
| Carolina.....    | Feb. 18           | \$1,650.00 | Apr. 6          |
| Gurabo.....      | Mar. 20           | 1,795.00   | Apr. 27         |
| Las Piedras..... | Apr. 12           | 1,835.00   | May 22          |
| Ton Alta.....    | Apr. 29           | 1,690.00   | June 16         |

*Schoolhouses completed during the year ending June 30, 1902.*

#### ONE-ROOM AGRICULTURAL SCHOOL BUILDINGS, FRAME.

|                         | Date of contract. | Amount.    | Com-<br>pleted. |
|-------------------------|-------------------|------------|-----------------|
| Río Piedras.....        | Feb. 6            | \$1,600.00 | Sept. 21        |
| Río Grande.....         | Apr. 29           | 1,719.00   | Aug. 15         |
| Quebradillas.....       | Apr. 15           | 1,675.00   | July 21         |
| Ponce.....              | May 24            | 1,750.00   | July 19         |
| Bayamón.....            | June 21           | 1,650.00   | Aug. 3          |
| Cabo Rojo.....          | Apr. 25           | 1,538.17   | June 14         |
| Sabana Grande.....      | May 31            | 1,641.00   | Sept. 30        |
| Añasco.....             | do                | 1,590.00   | Sept. 14        |
| Arroyo.....             | May 14            | 1,800.00   | Sept. 2         |
| Lajas.....              | Aug. 22           | 1,683.00   | Sept. 30        |
| Utua.....               | Sept. 10          | 1,050.00   | Mar. 10         |
| Las Marias.....         | do                | 1,770.00   | Do.             |
| San Sebastian.....      | July 6            | 1,720.00   | Sept. 28        |
| Juncos.....             | Dec. 31           | 1,775.00   | Mar. 15         |
| Barranquitas.....       | May 1             | 1,525.00   | June 27         |
| Barros (day labor)..... |                   | 1,568.15   | June 7          |

#### TWO-ROOM GRADED SCHOOL BUILDINGS.

|                         |         |            |         |
|-------------------------|---------|------------|---------|
| Lares (brick).....      | June 22 | \$5,700.00 | Mar. 31 |
| Juana Diaz (frame)..... | Nov. 30 | 3,369.00   | Apr. 12 |
| Peñuelas.....           | Oct. 1  | 3,700.00   | Do.     |

#### FOUR-ROOM GRADED SCHOOL BUILDINGS, BRICK.

|                 |         |            |          |
|-----------------|---------|------------|----------|
| Humacao.....    | Apr. 17 | \$8,950.00 | Oct. 6   |
| Caguas.....     | Mar. 20 | 8,850.00   | July 13  |
| Coamo.....      | Apr. 19 | 8,408.90   | Sept. 14 |
| Aguadilla.....  | Apr. 15 | 8,283.90   | Oct. 1   |
| Manatí.....     | July 23 | 8,350.00   | Oct. 20  |
| Yauco.....      | Apr. 15 | 7,396.70   | Sept. 28 |
| San Germán..... | Apr. 19 | 7,383.30   | Oct. 3   |
| Guayama.....    | Apr. 23 | 9,350.00   | Sept. 4  |

*Schoolhouses completed during the year ending June 30, 1902—Continued.*

## SIX-ROOM GRADED SCHOOL BUILDING, BRICK.

|              | Date of contract. | Amount.    | Completed. |
|--------------|-------------------|------------|------------|
| Arecibo..... | July 12           | \$9,890.00 | Dec. 12    |

## TEN-ROOM GRADED SCHOOL BUILDINGS.

|                        |            |             |         |
|------------------------|------------|-------------|---------|
| Fajardo (stone) .....  | June 29    | \$16,000.00 | June 24 |
| Mayaguez (brick) ..... | ....do.... | 9,500.00    | Mar. 3  |

*Normal school system completed during the year ending June 30, 1902.*

|  | Date of contract. | Amount.     | Completed. |
|--|-------------------|-------------|------------|
| Stone and brick normal school.....     | Aug. 3            | \$24,545.00 | May 30     |
| First road, contract 1,000 feet .....  | Sept. 12          | 850.00      | Do.        |
| Second road, contract 1,200 feet ..... | Nov. 30           | 1,350.00    | Do.        |

*Under construction and completed during the year ending June 30, 1903.*

## ONE-ROOM FRAME.

|                | Date of contract. | Amount.    | Completed. |
|----------------|-------------------|------------|------------|
| Camuy .....    | May 7             | \$1,805.00 |            |
| Mayaguez ..... | May 15            | 1,475.00   |            |

## FOUR-ROOM BUILDINGS, BRICK.

|                |            |            |         |
|----------------|------------|------------|---------|
| Cayey .....    | Dec. 13    | \$8,150.00 | Oct. 23 |
| Aibonito ..... | ....do.... | 8,150.00   | Oct. 26 |
| Bayamón .....  | Dec. 17    | 7,639.80   | Oct. 4  |
| Cabo Rojo..... | Jan. 15    | 8,699.00   | May 9   |

## NORMAL-SCHOOL SYSTEM.

|  |         |             |         |
|--|---------|-------------|---------|
| Six-room building, sanitary plumbing.....          | Aug. 12 | \$14,817.00 | Jan. 16 |
| Principal's house, 6 rooms, sanitary plumbing..... | July 24 | 4,000.00    | Nov. 4  |

## GRADED SCHOOL BUILDINGS, BRICK OR STONE.

|                                    |         |            |  |
|------------------------------------|---------|------------|--|
| Río Grande, 6 rooms .....          | Feb. 4  | \$9,935.00 |  |
| Adjuntas, 4 rooms.....             | Feb. 27 | 9,485.00   |  |
| Sabana Grande, 4 rooms .....       | Apr. 17 | 8,920.00   |  |
| San Sebastian, 4 rooms .....       | Mar. 30 | 8,950.00   |  |
| Guanica, 4 rooms.....              | May 25  | 8,097.00   |  |
| Ponce, 16 rooms (industrial) ..... | Nov. 28 | 21,450.00  |  |

*Schools under projection.*

## RURAL SCHOOLS.

Comeria, San Lorenza, Cidra, Naranjita, Ciales, Maricao, Coamo, Santa Isabel, securing titles.

## GRADED SCHOOLS.

Ponce, 1 twelve-room building, 1 six-room building; Carolina, 1 ten-room building; Cataño, 1 four-room building; Añasco, 1 four-room building; Juana Diaz, 1 six-room building; Yabucoa, 1 six-room building; Río Piedras, 1 six-room building; Las Marias, 1 four-room building; Patillas, 1 two-room building.

For all of the above, money to cover cost is available.

# 108 REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO.

An Ordinance relating to the construction of a school building and cession of land for a site.

Whereas the department of education has offered to construct in this municipality of \_\_\_\_\_ a \_\_\_\_\_ room school building, at a cost not to exceed \$\_\_\_\_\_; and

Whereas the conditions of such offer are that the local board of education reimburse the department \_\_\_\_\_ of the cost of such building and the municipality provide a proper site therefor; and

Whereas, in order to enable the board of education to provide funds for such repayment, it is necessary that this municipal council levy a school tax for a certain number of years: Now, therefore,

*Be it ordained by the municipal council of \_\_\_\_\_:*

SECTION 1. That the municipal council of \_\_\_\_\_ agrees to cede to the people of Porto Rico and transfer to the same, free of cost, a plot of land to be approved by the department of education as a site for the location of a \_\_\_\_\_ room school building.

SEC. 2. That the department of education shall make the necessary plans, let the contract for building, and supervise the construction of said school building and, when same is completed, shall place it at the disposal of the local school board for use for school purposes only. The title of such building shall vest in the people of Porto Rico and shall be so registered.

SEC. 3. That the municipal council of \_\_\_\_\_ hereby undertakes to levy a school tax of \_\_\_\_\_ of one (1) per cent on the value of the real and personal property situated within the municipality for the fiscal year \_\_\_\_\_, and for the subsequent fiscal years \_\_\_\_\_, at the said rate of \_\_\_\_\_ one (1) per cent.

The above is a true and faithful copy of an ordinance made and passed by the municipal council of \_\_\_\_\_, this \_\_\_\_\_ day of \_\_\_\_\_, 1903.

Attest:

\_\_\_\_\_, *Alcalde.*

\_\_\_\_\_, *Secretary,*

An Ordinance relating to the construction of a school building and the cession of land for a site.

Whereas the department of education has offered to construct a \_\_\_\_\_ room graded school building, to cost not over \_\_\_\_\_ in the municipality of \_\_\_\_\_; and

Whereas the conditions of such offer are that the municipality provide a proper site for said school and reimburse the department \_\_\_\_\_ of the total cost of the building; and

Whereas the municipality of \_\_\_\_\_ desires to avail itself of such offer: Now, therefore,

*Be it resolved by the municipal council of \_\_\_\_\_:*

SECTION 1. That the municipal council of \_\_\_\_\_ agrees to cede to the people of Porto Rico and transfer to the same free of cost, except as above cited, a plot of land to be approved by the department of education as a site for the location of a \_\_\_\_\_ room school building.

SEC. 2. That the municipal council of \_\_\_\_\_ undertakes to repay to the department of education an amount not to exceed \_\_\_\_\_, the total of amount specified above, such repayment to be made in equal consecutive quarterly instalments beginning \_\_\_\_\_.

SEC. 3. That the municipal council of \_\_\_\_\_ undertakes to appropriate in its annual budget for the fiscal years \_\_\_\_\_ the sum of \_\_\_\_\_, and in its annual budget for the fiscal year \_\_\_\_\_ the sum of \_\_\_\_\_, the aforesaid sums to be applied to the repayment of the quarterly instalments specified in section 2 hereof, and hereby authorizes the treasurer of Porto Rico to retain from taxes and moneys collected, or that may be collected by him, for the benefit and account of this municipality during such fiscal years, a sufficient sum to extinguish in each fiscal year the indebtedness of the municipality of \_\_\_\_\_ on account of said school building and grounds.

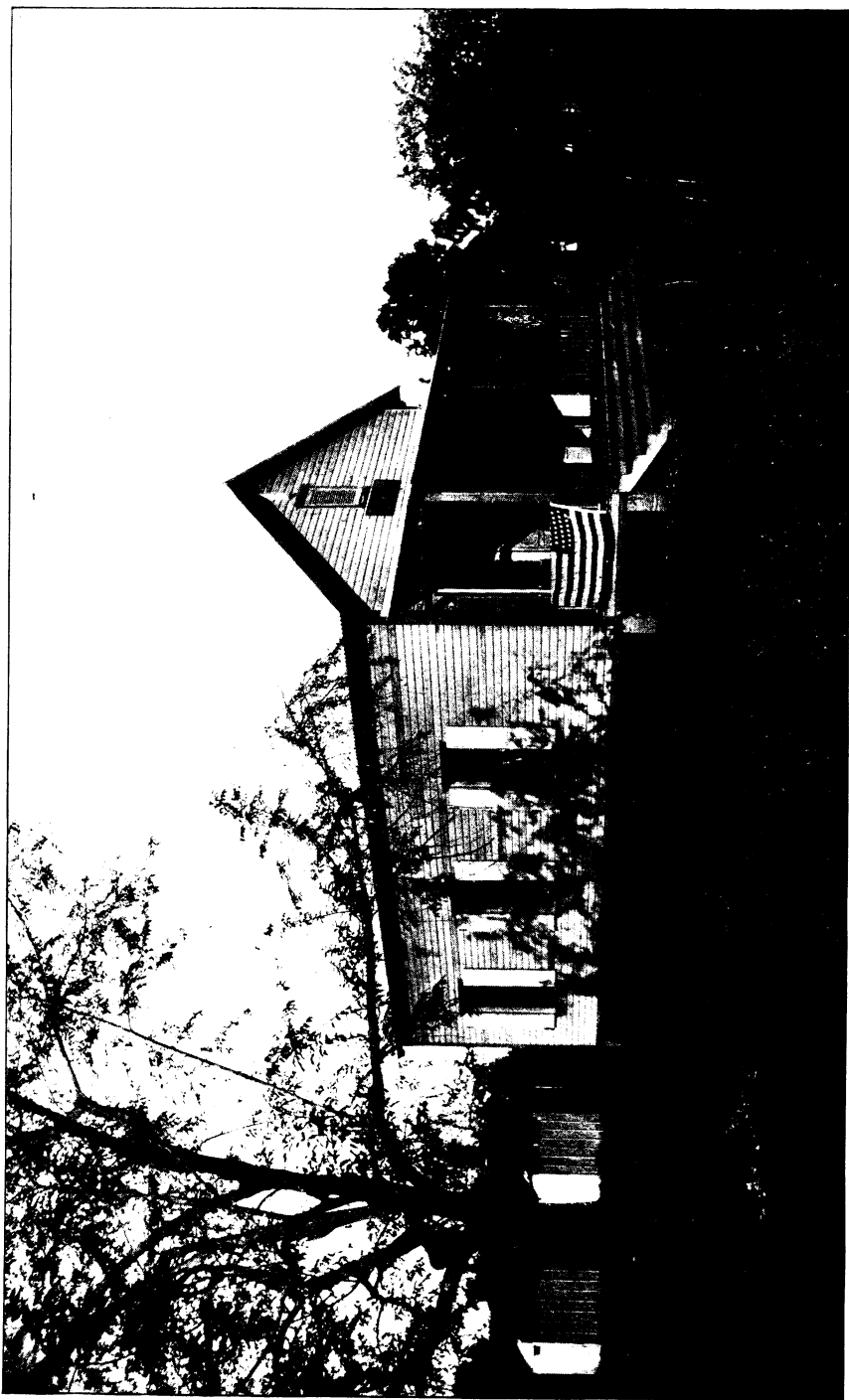
SEC. 4. That the department of education shall make the necessary plans, let the contract for building, and supervise the construction of said building, and when same is completed shall place it at the disposal of the local school board, to be used for school purposes only in perpetuity, without payment of rent by the municipality. The title of said building and grounds shall vest in the people of Porto Rico, and shall be so registered.

The above is a true and faithful copy of an ordinance made and passed by the municipal council of \_\_\_\_\_, this \_\_\_\_\_ day of \_\_\_\_\_, A. D. \_\_\_\_\_.

Attest:

\_\_\_\_\_, *Alcalde.*

\_\_\_\_\_, *Municipal Secretary.*



McKINLEY RURAL SCHOOL, PONCE.

Built by department of education of Porto Rico. Completed July 19, 1901.



An Ordinance relating to the construction of a school building.

Whereas the department of education having offered to construct in this municipality of \_\_\_\_\_ a \_\_\_\_\_ room school building, at a cost not to exceed \$\_\_\_\_\_; and

Whereas the condition of such offer is that the municipality of \_\_\_\_\_ provide a proper site for said building and deed the same free of cost to the people of Porto Rico, and that this board of education reimburse the department \_\_\_\_\_ the cost of such building; and

Whereas the municipality of \_\_\_\_\_ desiring to avail itself of such offer its municipal council passed an ordinance, dated \_\_\_\_\_, agreeing to cede to the people of Porto Rico suitable land on which to erect such building; and

Whereas in order to authorize the raising of funds to meet such payments the municipality of \_\_\_\_\_ has imposed, under authority of law, a special property tax, known as "school tax," of \_\_\_\_\_ of one (1) per cent for the fiscal year \_\_\_\_\_, and in the ordinance referred to above has undertaken to impose such tax at the same rate as imposed for the fiscal year \_\_\_\_\_ for each and every one of the fiscal years \_\_\_\_\_; and

Whereas this board of education of the municipality of \_\_\_\_\_ being desirous of cooperating with the municipal council by providing funds for the repayment to the department of education of \_\_\_\_\_, the cost of the building aforesaid; now, therefore,

*Be it ordained by the board of education of the municipality of \_\_\_\_\_*

(1) That so much as may be necessary of the proceeds of the school tax for the fiscal years \_\_\_\_\_, and of all other taxes the proceeds of which, in whole or in part, are, or may be, pursuant to law, paid to this board of education by the municipality of \_\_\_\_\_, shall be applied each year to the repayment to the department of education of \_\_\_\_\_, the cost of the aforesaid school building: Provided, that in no one fiscal year shall the sum so paid exceed \$\_\_\_\_\_.

(2) That the treasurer of Porto Rico is hereby authorized and requested to retain during each of the aforesaid fiscal years, from all moneys collected, or that may be collected, by him for school tax, for account of the municipality and board of education of \_\_\_\_\_ a sum not to exceed \$\_\_\_\_\_, and to pay over such sums so retained to the department of education.

(3) That in case the amount collected by the treasurer of Porto Rico for school tax during any of the above-mentioned fiscal years shall be less than the aforesaid sum of \$\_\_\_\_\_, the treasurer of Porto Rico is hereby further empowered and requested to retain, during such fiscal year, from moneys collected or that may be collected by him for property or excise tax for account of the municipality of \_\_\_\_\_ such amount as may be accruing to this board of education by virtue of an appropriation made in favor of this board by the municipal council of \_\_\_\_\_ such respective year.

The above is a true and faithful copy of an ordinance made and passed by the board of education of the municipality of \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_, 1903.

*Secretary.*

Attest:

\_\_\_\_\_  
*President.*

## EXHIBIT II.

### REPORTS OF DISTRICT SCHOOL SUPERINTENDENTS.

#### SCHOOL DISTRICT No. 1.

SAN JUAN, P. R., *June 23, 1903.*

SIR: I have the honor to submit herewith my annual report for the school year 1902-3.

Taking up the work in the district of San Juan about the middle of October, when I was transferred from the Caguas district, I found 55 schools open and in running order in the capital and Rio Piedras, with an active teaching force of 65 native and American teachers, exclusive of the 6 teachers employed in the industrial school of this city. This number was subsequently increased by one by the opening of an additional rural school in the latter-named town. For the careful work of my predecessor, who was appointed field supervisor to succeed Mr. A. F. Martinez, in the

arrangement and assignment of programmes and class-room work, I am duly grateful and I take this opportunity of giving him due recognition for his skillful and faithful services for the months he was in charge of this district. Especially do I feel under obligations to him for his hard and persistent endeavors to see that all rooms were properly equipped with modern furniture and other necessary apparatus, and for the spirit of harmony and cooperation which I found to exist on the part of the local school boards toward school reforms and improvements.

I regret exceedingly not having been able to give the direct and close supervision to all the schools of the district required by present day conditions on the island. The district in addition to being much larger than during the year past by the annexation of the town of Rio Piedras, also saw a considerable increase of schools in the city proper, as well as the opening of the new industrial school in Puerta de Tierra. The supervisor was also in frequent consultation with the principals of the kindergarten and high schools, and much of his time was taken up in furthering school work in the district in union with above-mentioned authorities. All schools have been visited as frequently as possible and principals have been called to the superintendent's office for frequent consultation and advice. Circular letters and instructions have been sent out at various intervals during the year to all teachers, and especial attention has been given to putting the new course of study which was issued in December into immediate and practical operation. All graded schools in as far as possible were required to conform strictly to the work of their year and only one grade was allowed in a room. The work in the rural schools could not be as sharply defined, yet I am glad to state that the two rural schools of San Juan and Barrio Monacillos, Rio Piedras, followed with marked success the work of the different grades, and the children from these schools can pass to the graded schools well prepared in the subjects of the first, second, and third years.

Much time and attention has been given to the question of discipline in the schools, but progress in this particular has not been all that is to be desired. Good discipline and satisfactory order has not yet been attained. This is partly due to the unsatisfactory condition of our city schoolhouses with their closely connected rooms and the distraction and disorder attendant upon the passing to and fro of pupils in the patios and corridors where the closet or drinking water is to be found.

The principal reason or explanation, however, is that many Porto Rican, as well as American teachers, do not enforce obedience of their pupils to the end that the school organization may be made more perfect, nor are orders and commands generally given in such a way as to win the respect and compliance of the pupils. An undercurrent of uneasiness and unrest is often noticeable, and many teachers have proven themselves unable to cope with the situation. Weak and harsh voices, perfunctory commands, concentration upon the work of a few pupils, and inattention to the school as a whole are accountable for the imperfect discipline and bad order noticed in many rooms. Furthermore, boys and girls from 12 to 15 years of age rightly demand and expect their teachers to be gentlemen and ladies, but extreme delicacy and Chesterfieldian politeness toward children of this age give them a false idea of their place and position in the school and render anything like uniform or collective treatment impossible.

Coeducation is now thoroughly implanted in Porto Rico. Every school in this district has its complement of boys and girls, and I do not remember hearing of or reading a single criticism of mixed schools during the past year. It has been satisfactorily demonstrated that given a well-equipped schoolroom with modern desks and a careful observant teacher, the association of the sexes is not injurious to the moral tone of the schoolroom, but on the contrary is helpful and conducive to a healthful and stimulating intellectual rivalry between the boys and girls.

The plan followed last year of substituting calisthenics for the recess period has been followed this year. Inadequate playgrounds and the proximity to the streets prevent the children from spending fifteen minutes in outdoor exercise and freedom of movement that should take place on the suspension of classes, both morning and afternoon. The plan at present adopted seemed the best and only practicable one until we have schoolhouses with ample, spacious school yards.

At the opening of the year teachers of the first and second grades were directed to dismiss their classes at a uniform hour, whereby the working period for these grades was four and a half hours daily. The higher grades are dismissed later, classes continuing an hour longer than those of the lower grades. Time has shown the wisdom of this measure, as it is extremely difficult to win and maintain the attention of pupils in the lower grades for a longer time, especially in the city schools where the afternoon heat becomes the invincible and dreaded foe of the teacher. Formerly it was not an uncommon sight to see many small heads bent over the desks half asleep and mentally exhausted from the effects of the close and stifling atmosphere of the class room.



Probably there is a greater need of modern schoolhouses in San Juan than in any other part of the island. Those actually in use are simply living houses, renovated and adapted for school purposes. At the best they are too small, poorly divided and lighted, and much room is lost by the unsatisfactory distribution of the interior. The building problem is a difficult one here in San Juan, but something should be done to alleviate and improve the conditions existing at present. The steps already taken by yourself and the school board of the city are timely, and it is my sincere hope that two twenty-room school buildings may be built in the east and west districts of the city, respectively, whereby the school board will not only make a great economy in the enormous yearly rental now paid for the five schoolhouses in use, but better still, will have buildings that will be an ornament and pride to the city.

The municipality of Rio Piedras recently voted the school tax for a period of years, and now the school board has ratified the same. This will allow them to construct with the help of the department a six-room building, with a principal's office and modern plumbing. All the graded schools in this town will then be taken care of and properly installed in clean, well-ventilated, and commodious class rooms—a state of things strongly to be desired when the present unhealthful and unsafe conditions of the buildings actually used as schoolhouses is taken into consideration.

In so far as possible there has been cooperation and mutual assistance among the different branches of public school work in this city during the past year. I am indebted to the principals of both the above-mentioned departments for many practical suggestions and much kindly help that has been forthcoming in the interests of our common work. It has been given willingly in every case, and I consider this an important factor in securing a more perfect and united support and interest in our schools.

Especially was this true at the time of the exposition of school work which took place during the latter part of March, when all the public schools of the city were represented. The exhibits from the high and kindergarten schools won merited applause and were among the most attractive of all the work presented. Each one of the graded schools had a separate room allotted them, where they were allowed to display their respective exhibits, with the variety and change of decoration and arrangement that each principal deemed best, but all obeying one general and carefully conceived idea that the work of the schools as a whole should be the keynote of the exhibition. The idea was very popular with the teachers and successfully carried out. On the second day a series of pedagogical talks was given by members of the department and leaders in educational work on the island, and on the popular side and for practical value must be considered one of the most pleasant features of the exposition, which lasted for three days. Teachers of the Carolina, Bayamón, Manatí, Caguas, and San Juan districts attended, it being safe to say that over two hundred teachers listened to our Northern educators, Doctors De Garmo and Devine, at the city theater, and examined the specimen work on exhibition at the Lincoln School.

With the exception of three rooms in this city, every room in the district has been provided with modern desks. Some five are equipped with the new adjustable desk, which has proven very satisfactory. The desks in many of the rural schools of Rio Piedras are somewhat old, but still serviceable, except in one or two cases, where they should be replaced by new desks the coming year.

The school board of San Juan made ample provision for placing teachers' desks, chairs, and bookcases in nearly every room and provided every schoolhouse with a good filter and proper material to attend to the cleaning and washing of floors. The two or three rooms yet without some of the above-mentioned articles will be supplied with the same the coming year.

The Rio Piedras board has been somewhat dilatory in attending to these matters, but the board as at present organized is cooperating heartily in the work, and in October I hope to have every building equipped.

The janitor service has been uniformly good throughout the district except in Rio Piedras, where regularly the supervisor has had to call the attention of the principal and school board to the dirty and poorly attended condition of schoolhouses and outgrounds.

The books and supplies in use have been of the best and every school has been provided with an ample supply in so far as the work of their grades required, and special effort was made to supply every room with supplementary reading matter and requisitions from the teachers were dispatched with little or no delay.

I would respectfully call your attention, however, to the necessity of cautioning all teachers as to the proper use and distribution of books and supplies. Many are extremely careless with the books, some of which are in much dilapidated condition after only a year's use. Paper, pencils, pens, and penholders are indiscriminately used by many teachers, and a circular letter to all teachers on the opening of the

new school year giving a few simple, clear directions as to the proper use of books and supplies would undoubtedly mean a much needed and called-for economy to the department in this direction.

Actual class-room work is undoubtedly the only true basis upon which an unerring judgment as to the ability and methods of the teacher can be formed. The extremes are marked, and a classification based upon these hard and fast lines puts a number of the teachers of this district well toward the bottom of the list. Some deficiency is noted in the work of many, either in lack of preparation of their work, mechanical performance of their duties, passive resistance to all suggestions or recommendations for improvement, or defects in school management. These are serious drawbacks to the successful work and onward march of our schools, and will be remedied only as our teachers come better prepared and when those that are in the schoolroom solely to draw their salary withdraw to make room for normal school graduates.

The situation here in San Juan, however, is very hopeful, and the majority of the teachers are desirous of improving their work and bettering themselves for a fuller and more successful performance of their duties. The principals as a body have been uniformly helpful and willing to carry out implicitly instructions of the department and superintendent. The personal factor has played an important part in the success of their work, and it is with pleasure that I bring to your attention the high quality of service rendered by the principals of the Colon and McKinley schools.

Some teachers have made notable progress in discipline, methods of conducting their classes, and school management, and are correspondingly more alert and wide-awake to needed reforms and improvements in their rooms.

In Rio Piedras there have been numerous drawbacks during the year, due in part to the strained relations existing between some of the graded teachers of that town and the principal; in part also to a lack of harmony and good feeling between the different members of the teaching force. They have not worked together as a whole, and the effects have been noticeable upon the teachers themselves as well as upon their work. Some of the rural teachers have been negligent in the careful performance of their duties, and are solely recommended for another year in the hope that a marked improvement may take place in their work during the ensuing year. The teachers of music and drawing have been very successful in their work during the past year, and marked progress has occurred in these two branches. They have been faithful, regular, and conscientious in the performance of their duties, and a practical knowledge of music has been imparted through the chart and reader. Two-part singing is successfully given in the upper grades, from which a chorus has been formed for public exercises. The satisfactory progress made in drawing was clearly demonstrated in the work presented at the time of the exposition of school work in this city.

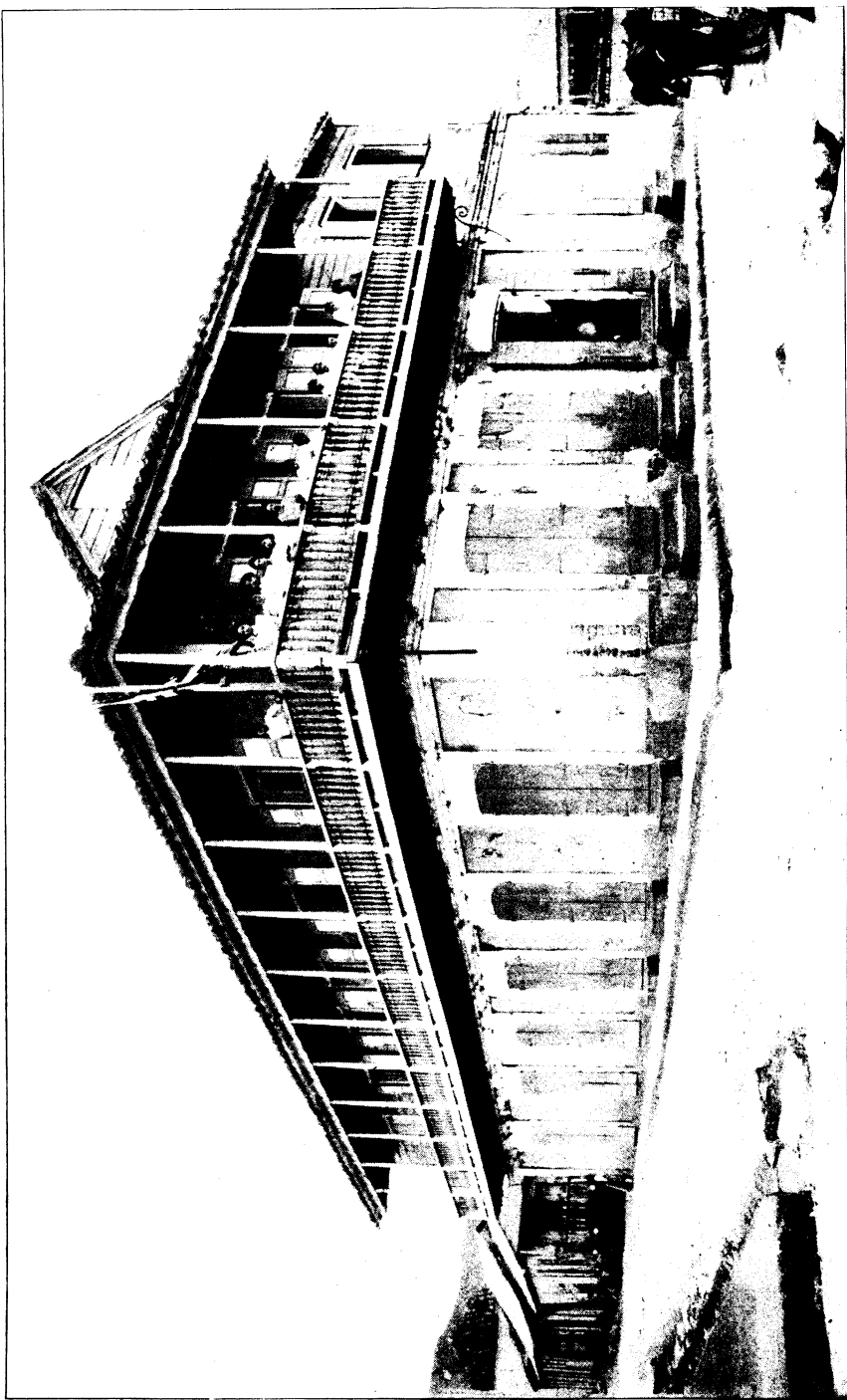
The special classes in these branches for the teachers formed last year have been successfully continued through the second. Teachers were divided into four groups and attendance was made compulsory, lessons being given in these subjects every Saturday.

It is generally admitted that the people of Porto Rico desire to educate their children, and will make as great sacrifices as northern parents in order to give their sons and daughters a suitable education. Doubtless the most popular branch of the American Government has been the department of education, and the public and press in general are unstinting in their praise of the work being carried out in this direction.

San Juan, as the capital and one of the commercial centers of the island, should be at the head in all educational work and enterprise. Additional schools will be opened the coming year, and 250 additional children can be accommodated. Attendance can be enforced by the authority of section 60 of the new school law, and a full enrollment will now be insured. Heretofore the schools have been crowded at the opening of the school year, but attendance has declined as the school year advanced. Many pupils are withdrawn by their parents and put to work; others play truant, and still others allege that they have not the proper clothing to come to school suitably dressed. All of these conditions probably concur in withdrawing many children from the schools, but in the major part they can and should be made to attend. By virtue of the new school law the maximum of enrollment will henceforth be insured.

Tardiness is also a common defect or failing among the pupils of the city. Many children will straggle in ten to fifteen minutes late in their different schools, both morning and afternoon. Different measures were proposed and adopted to combat this condition of affairs, but as yet punctual and prompt attendance has not been secured. An especial effort will be made the coming year to eradicate this blot upon our city schools, a defect that will take increasing proportions unless strict measures are taken to correct the same.

Progress in the different branches in the city or graded schools has been nearly uniform, and many pupils have excelled in English, history, geography, drawing,



CAYEY GRADED SCHOOL.



and writing. Arithmetic, as has been noted by observers of school work on the island, is still their great stumbling block. The best of text-books are used and practical problems are worked, but their mental faculties do not seem to respond as readily in studies involving the reasoning powers as in those requiring the exercise of memory.

About the last of October the night school, suitably installed in four rooms of the Lincoln School building, was thrown open to the public, and a full enrollment was secured. Two classes were arranged in the common school branches, one for beginners and another for more advanced pupils. A course in shorthand and typewriting was also planned for, but owing to difficulties in securing proper accommodation the latter subject could not be given. The course in shorthand, together with the English classes under the charge of an experienced American teacher, have proved extremely popular, and have been well attended by office and departmental employees and clerks.

Attendance upon the beginners' and advanced classes waned somewhat toward the last, but rarely dropped below 25 in either class. Many of these pupils belonged to the poorest families, and were anxious to take advantage of the opportunities of the night school, being occupied or employed during the day.

The importance of industrial education for the people of Porto Rico has not been overestimated. In the cities especially both boys and girls should receive a thorough and solid training in the useful arts and trades. The preparatory course given this year has proven the adaptability and willingness of the Porto Rican boys and girls to meet the requirements of an industrial education. The courses in sloyd and domestic science have been eagerly followed, and demonstrate beyond a doubt the manual dexterity of the youth of the island. Plotting, mechanical and free-hand drawing, shorthand, and typewriting have been well received, and many of the pupils have attained a considerable degree of proficiency in these branches. Some of the pupils entered poorly prepared, and work in arithmetic, history, English, Spanish, and geography was continued throughout the year. The principal has informed me that nearly all the 60 pupils at present enrolled will return next year to continue their studies and take up the more practical side of the work of the school, which will be possible with the establishment of shops where the different trades can be taught.

The requirements of the fourth grade were demanded of all applicants, and many were refused admission through faulty preparation or deficiency in one or more of the common school branches. The pupils in the two more advanced classes average about 16 years of age, and will form a strong nucleus around which to shape the work for the coming year. Many of the pupils in the third section are from two to three years younger.

The acting principal of the school has been untiring in his efforts to make the school a success, and a large measure of the popularity and enthusiasm shown for the school and its work has been due to his careful and discriminating management.

Gardens were set out and attended by boys and girls; running vines were planted to shade the balconies; a school nine contested their strength and skill in games with nines from the high and normal schools; teachers stayed overtime to give additional drill and practice to some of the laggards; but best of all an esprit de corps was created and pupils and teachers worked and talked with enthusiasm of their school, and its interests were of paramount importance.

Arbor Day was observed in all the schools of the district, and exercises appropriate to the day were held. Trees and plants were set out and the importance of their care and protection emphasized. At Christmas all the children of San Juan assembled at the theater, where special exercises were held and presents distributed to all the school children. About \$150 was collected for this purpose in the city. Pupils from Puerta de Tierra and Santurce were brought in and carried back to their respective schools on electric cars. The insular police band and a selected chorus of children furnished music, and made the evening one long to be remembered by the children of this city. The graded schools of Rio Piedras had exercises of a similar nature, the band of the Porto Rican battalion kindly offering their services.

Washington's Birthday and Flag Day were also suitably observed, the former in the different school buildings, members of the department, school boards, and other public-spirited citizens delivering addresses. On the occasion of the latter celebration, the children of the San Juan schools assembled on the Plaza Principal and marched to the theater, where ringing speeches were delivered by Porto Rican orators, and pretty drills and songs were given in harmony with the exercises of the day. Nearly every child was supplied with a flag, and the 1,500 children marching through the streets, each carrying the emblem of the great American Republic, made a pretty sight indeed.

Special exercises are also being planned for the last day of school, and an especial effort is being made to bring all parents to the schools on this occasion.

The school boards of San Juan and Rio Piedras have given me their hearty cooperation and assistance throughout the year, and they have worked and planned to further the interests of the schools intrusted to their charge. They have been economical in the administration of school funds and quick to realize the necessity of needed reform and improvements. Limited budgets have prevented them from carrying out many proposed changes which are contemplated during the course of the new school year.

A conservative estimate shows that there are about 5,000 children between the ages of 6 and 15 years in the city of San Juan. Of this number 1,800 attend the public schools, about 400 are enrolled in six private schools maintained by different church and missionary societies, while the remainder, some 2,800, do not enjoy the benefit of a free school education. I think it safe to say that with the increase of schools for the coming year already allotted to the city and by strict enforcement of attendance, keeping every room full to its maximum capacity, this figure can be reduced to 2,500.

Two private schools in Rio Piedras receive about 75 children, which, together with children in attendance at the public schools, gives a total of about 700 children actually attending the schools in that town. As many more, however, are unable to attend school and must be denied all educational privileges until sufficient schools are provided to accommodate them.

If the increased and improved equipment of our schools, a greater and more perfect knowledge of their needs on the part of the local boards, a deeper and truer realization of the meaning and importance of their work on the part of the teacher, and an increased sense of the opportunities and privileges which are becoming more and more apparent to the school children, can be taken as a measure of success in our work, I can truthfully say that we have taken a step forward in the cause of education during the past school year.

Respectfully submitted.

L. R. SAWYER,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

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#### SCHOOL DISTRICT No. 2.

CAROLINA, P. R., *June 15, 1903.*

SIR: I have the honor to submit herewith my annual report as superintendent of schools, district No. 2.

This district was changed somewhat by the restricting done last summer, the municipality of Rio Piedras being subtracted therefrom and added to San Juan and Rio Grande substituted therefor. The suppression of the two municipalities of Loiza and Trujillo also left the district with but two school boards, those of Carolina, to which Trujillo was also annexed, and Rio Grande, of which Loiza now forms a part. It was a clear case of the survival of the fittest, the two suppressed boards having always done business in a hit-or-miss, haphazard sort of way, while the two surviving boards are run by practical business methods, always keeping their obligations well met, with intelligible records and bookkeeping, and reasonably liberal in their expenditures. Politics has not entered offensively into their transactions as yet, and I hope will not.

The result of the examination in English held last April for the teachers was far from satisfactory in this district, due principally to lack of interest on the teachers' part, although two of the four English teachers who gave three classes a week for the Porto Rican teachers were new to the work and without any knowledge of Spanish when they began in October, and one of the others was sick a great deal, so that her classes were too irregular to be of much value. The remaining teacher has a good knowledge of Spanish, and her classes were really helpful to the few teachers who took enough interest to attend. The great majority of the native teachers are decidedly averse to study of any sort after they once get a license to teach, and seem to resent as an imposition on their rights any attempt to make them add to what they consider an ample stock of information. Most of those that do make spasmodic attempts to study English do so solely from a fear that they may lose their license if they fail in the greatly dreaded English examination. They seem to feel that when the hour comes to close the schools their minds should close also, and the period until they reopen their schools should be spent in the "paseo" or the "reunion." Their inter-

est in their scholars' progress seems to be principally to have it satisfactory to the superintendent on his monthly visits, but with very little or no interest in the benefit to the individual child. I do not say that all the native teachers are that way, but a large majority are. There are a few who fortunately differ from the majority, and who appear really interested in their pupils' advancement, who study and who consider their daily work as something more than merely a means to get the monthly salary check, and they stand out in very vivid contrast from the others.

A peculiar fact, and one that surprised me, is that several of the rural teachers who went to the normal school last summer and secured graded certificates have not done as good work this year as they did last. They seem to feel that they are wasting their sweetness on the desert air, teaching a rural school for a paltry \$30, while the proud possessors of certificates entitling them to \$50 (if there were enough graded schools to go around), and do not show the interest and enthusiasm that they did the previous year.

I have labored hard this year with my teachers in a more or less successful attempt to cure them of what seems to me the greatest defect the native teachers have, superficiality. The average native teacher is quite satisfied with a parrot-like repetition by the scholar of the words of the text, and seldom makes any effort to find out if the ideas conveyed by the text really entered the child's mind or not. This is illustrated frequently in the examinations for teachers' certificates, which are taken by a good many public school pupils and with rarely one passing. They have not been taught to think, and fail on questions relating to subjects they have been over, and with which they would be perfectly familiar if they had studied them in a rational, thinking manner. It is very difficult to get the teachers to cross-examine, as most of them were educated under the Spanish system, which would be more correctly called a system of mnemonics than of education. Few of the teachers think clearly, and the simplest and most evident suggestions of obvious improvements in their work are usually received with incomprehensible surprise and some such remark as "That is right, but I never thought of doing so."

The school boards and ayuntamientos have shown a very gratifying desire for new graded school buildings. The Rio Grande new graded school opens next fall. It is built of brick, with six rooms, and is sufficient for the needs of the town for several years. In Carolina the ayuntamiento has set apart \$6,000 from its funds, and the department gives an equal amount for the construction of an eight-room graded school building, which we hope will be ready for occupancy January 1. In the suppressed town of Loiza the ayuntamiento of Rio Grande (to which town Loiza was annexed) kindly turned over the former *alcaldia* for use as a graded school building. It is an excellent frame structure, well ventilated, and sufficient for the needs of the town.

The agricultural rural schools have lagged behind in this district, as they did last year, except that more outdoor work has been done, and that of dubious utility. They have done about the same indoor work as rural schools with teachers drawing one-half the salary, and the outdoor work has consisted principally in planting a variety of seeds and then watching the plants slowly pine away as a result of the assiduous attentions of the "changa" combined with the phenomenal lack of rain. One of the agricultural teachers has solved the "changa" problem quite ingeniously by restricting his efforts to the bean family and to cotton, for neither of which has the "changa" yet acquired a taste. He has flourishing big beans, little beans, white beans, red beans, mottled beans—in fact, seven varieties—all doing well, and the cotton crop is a record breaker.

The idea of the agricultural schools as now run seems to me an entirely mistaken one. They are located on the outskirts of towns, and it is the custom to make them a species of reform school, sending thither all the incorrigibles that are not wanted in the town schools. These are invariably the sons of peons, and will grow up to be peons and will put in their lives working in the cane fields, and any scattering ideas as to agriculture they may accidentally acquire during their brief stay in the agricultural school they will never have a chance to put into practice, as their work will be laid out for them by the foremen who follow the methods of their great-grandfathers, and who would immediately request the resignation of any peon that presumed to offer a suggestion or vary from his instructions. In my humble opinion the only way to get any results out of agricultural schools in Porto Rico would be to establish four or five high-grade ones at suitable points in the island, presided over by thoroughly competent experts who speak intelligible Spanish, and run them in such a manner that well-off planters would send their sons to them, young men who will some day be employers of labor and in a position to put their ideas into practice.

Washington's Birthday was celebrated very enthusiastically in all the schools of the district, and with a very evident feeling on the children's part that they have a

proprietorship in the immortal father of his country equal to that enjoyed by the children born in the United States, or, more accurately speaking, on the continent. The anti-American feeling, so noticeable among the adults here, does not seem to be shared by the children in the schools, I am happy to say, due to their opportunities to become acquainted with the grandeur of our institutions, our national resources, and glorious history, opportunities denied to their elders on account of their unfortunate propensity to confine their study of America and Americans to the perusal of the rabidly anti-American and uniformly incorrect Porto Rican press.

Two night schools have done satisfactory work and two had to be closed on account of insufficient attendance. A noticeable fact in this connection is that the two successful schools were composed entirely of negroes, while the other two were mostly whites. There always seem to be more eagerness to learn and higher attendance percentages where the black element predominates.

A point that can not be emphasized too strongly is the desirability of the English teachers knowing Spanish. It is, of course, desirable to have the class work all in English whenever possible, but this is possible only in the higher grades, and the efforts of an English teacher with the lower grades when he or she does not understand any Spanish are enough to cause one to doubt the wisdom of our present system and wonder if it would not be better to discontinue it and use Porto Rican teachers exclusively, or at least only hire such American teachers as pass a rather rigid examination in the Spanish language before coming to the island.

The children seem to have made as good progress this year as could be reasonably expected, considering the defects I have enumerated in the teaching force. Owing to the unusual dryness of the weather the rivers and creeks have not risen as in the previous year, nor have the roads been muddy, so that the children have attended with much more regularity. They seem quick to learn in all branches except arithmetic. They seem always in doubt as to what process they should use in solving a practical problem. If you tell a pupil to divide a certain number by another, multiply the quotient by another, etc., he will perform the operations correctly, while if you give that same pupil a practical problem without any hint as to the processes to be followed he will never stop to think the problem over, but will start right out multiplying, dividing, subtracting, or adding, whichever pops into his head first, without the least consideration of whether or not that particular process is indicated, and they see nothing incongruous in stating, for example, that it will take 23 men 529 days to do a piece of work that 19 men can do in 437 days. I hope the normal arithmetical instructors will devise some means to remedy this defect, if it is possible to do so. That the present teachers are very shaky in arithmetic has been proven conclusively by the amazing errors they have made in the new teachers' monthly reports introduced this year, as I think all the superintendents will agree.

The best progress has been made in Spanish reading and composition and in English, in which latter study the children seem to take most interest. There is nothing you can say to the average Porto Rican scholar that will cause such evident gratification as a compliment on his progress in English, which augurs very hopefully for the Americanization of the generation now in our public schools. It is in them and their children that we may confidently base our hopes on the modernizing of Porto Rico and its evolution into a condition fit for the statehood which its sons desire.

Respectfully submitted.

ALFRED S. NORTHRUP,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

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#### SCHOOL DISTRICT NO. 3.

FAJARDO, P. R., *June 14, 1903.*

SIR: In pursuance with section 62 of the school law, I have the honor to herewith submit my annual report on school district No. 3, composed of the municipalities of Fajardo, Naguabo, and Vieques. Vieques comprises the island of that name and also the island of Culebra, which is located 21 miles northeast of Vieques. Up to the end of last school year this district included the municipality of Rio Grande, but not the two islands just mentioned, and since the beginning of this school year the municipality of Rio Grande has been added to another district and the two islands, which present many difficulties for school inspection, have been placed in my district. The lack of proper means of communication except in small boats makes the visiting of schools on this island extremely difficult.



I estimate the population for the district at 35,800 of all ages, divided as follows: Fajardo, 17,000; Naguabo, 11,000; Vieques, 7,000; Culebra, 800, and of this population there are about 13,400 children between the ages of 4 and 17 years.

There are 45 schools of all kinds, or about 1 school for every 300 inhabitants of school age.

I have received very little assistance from my school boards, but the earnest cooperation of the pupils in the schools and their parents in everything that has made for better school work.

We have in the district only one building properly constructed for school purposes; that is the new Columbia graded school building at Fajardo, erected by the department and officially dedicated on January 16, 1903, by appropriate exercises, in which the governor of Porto Rico and the commissioner of education participated, likewise Dr. Santiago Veve, member of the house of delegates, and other distinguished citizens. The rented buildings are not only unsuited by construction, but it is very difficult to get their owners to keep them in proper condition for school purposes, and the local funds available are entirely too small to enable us to better this condition of affairs.

School attendance during the year has been exceptionally good, and the interest shown in every phase of school work, in the celebration of school festivals, and in the progress of the pupils, as manifested by the people at large, has been most encouraging.

I have called the special attention of all teachers to the new school laws, and have held frequent teachers' meetings in the nature of pedagogical conferences in the district.

Examinations in English were held in the district on April 25, and were taken by 21 out of 39 teachers. The study which they made in preparation is now being reflected in the actual work in the schools. The English teachers in the district showed kindly interest in preparing the teachers for this examination, often giving them extra time when this was desired.

Of other educational agencies I may report that there is a private school in Vieques, where about 35 to 40 children meet daily, paying a monthly tuition varying from \$1 to \$1.50. Some of the children attending this school do so because their parents do not wish them to mix with the colored children in the public schools, and because they would not get religious instruction. There are two small private schools in Fajardo, each attended by from 15 to 20 young children.

Sample work of the different grades in the public schools of this district has been sent to your office and will show more concretely than this report can, what has been accomplished during the year.

It is interesting to note that in the Fajardo night school we have taught nearly 100 pupils how to read and write.

Respectfully submitted.

JOSÉ L. FAJARDO,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

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#### SCHOOL DISTRICT No. 4.

HUMACAO, P. R., *June 12, 1903.*

SIR: I have the honor to submit herewith my fourth annual report as a district superintendent in the public schools of Porto Rico.

My first two years were spent in the district of Guayama; the last two I have been in charge of the district of Humacao. As I turn back to the first year in which I was associated with the public school work of Porto Rico and compare the conditions then with those I find at present, I must say that the transformation has been little short of marvelous. From the poorest kind of a system of public schools which was partly under the control of the municipalities and partly under that of an insular board of education, without a single schoolhouse, without one serviceable school desk, with no supplies and few text-books, there has been formed an up-to-date American system, with all graded schools of this district and, I believe, throughout the island, furnished with American patent desks. Part of the schools are housed in magnificent structures built by the department of education and have been furnished sufficient supplies and excellent text-books.

The change which has taken place in the native teaching force has been such that I find representatives of the district's oldest and most distinguished families numbered in its ranks. It no longer offers a refuge here for those who have made failures

in all other walks of life and simply turn to teaching as a last resource, but rather it has been placed on an equality with other professions that demand time and study in preparation. Parents and teachers have been taught to regard the profession of teaching as one of the highest and noblest—one that commands the respect of all. Those teachers who held their schools in “propiedad” or received their titles and appointments through political or other influences under the Spanish Government have gradually been removed, at least those who were without merit. I recollect an incident that occurred at the time I first took charge of the Guayama district which illustrates this class of teachers. Upon my first visit to the rural school of Carmen I found a teacher in charge who was unable to read or write correctly. Looking over the records of the school I found many misspelled words and called his attention to the fact, whereupon he astonished me by saying, “Do you think I should be here if I could read and write correctly?” Fortunately the system of English examinations adopted by the department last year has diplomatically removed this class of teachers and will prevent others from remaining in the work who are not progressive or otherwise properly qualified, some of whom I have been obliged to retain in the past for want of better applicants.

In the recent English examinations all native teachers of this district reported for examination. With few exceptions they have attended English classes faithfully, a number of rural teachers undergoing some hardships in order to attend regularly.

The efforts of these were rewarded by a high per cent, one receiving honorable mention. The district stood seventh in rank of the 19 in the island, the results of the examination showing an average of 69.5 per cent, while three teachers in all received honorable mention. Taking into consideration that the town of Maunabo had an English teacher only four months, Juncos seven months, while those of San Lorenzo and Humacao were changed during the school year, the average obtained reflects great credit upon the native teachers. It is important that the English teachers remain in the work after they have had a year or more experience in the schools of Porto Rico. Local conditions being vastly different from those found in the average town in the States, which, with the question of the two languages, confuses new American teachers and makes their work almost valueless the first few months. The offer of the department of education to defray traveling expenses to and from the States of those teachers returning another year is certainly a grand move in the right direction.

The expression “As hungry as a schoolmaster,” so well known previously by frequent use throughout Porto Rico, has lost caste.

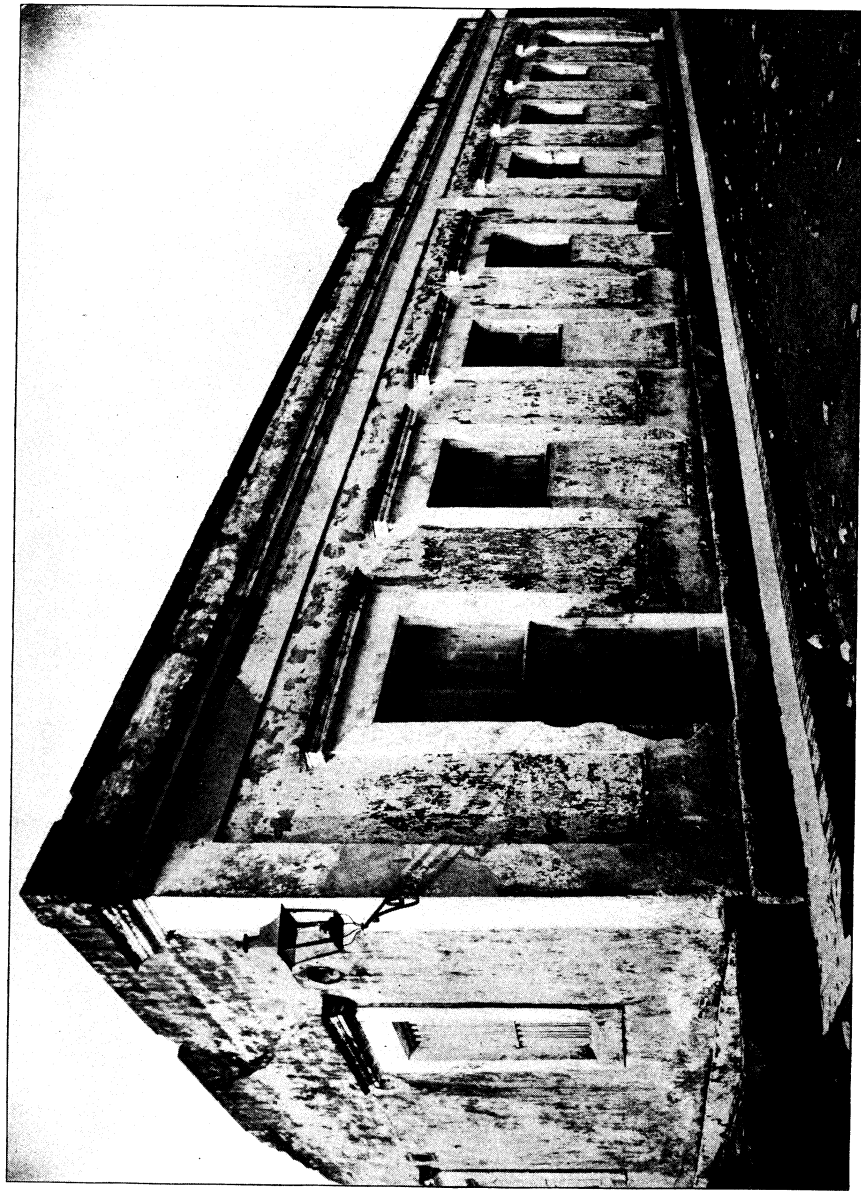
The promptness and dispatch with which the department has met its obligations in paying teachers' salaries has made them independent and assisted them in meeting their obligations punctually.

The school law which established the “school funds” that are disbursed by the officers of the local school directors has contributed largely toward removing this sentiment and at the same time placed the affairs of the local directors upon a substantial basis, established their credit, and greatly simplified the work of the superintendent respecting local expenses.

The highest number of pupils enrolled in this district at any one time during the present year was 2,424, an increase of 722 over the past year. Of these, 1,182 were enrolled in the rural schools. Owing to distances between headquarters and outlying municipalities, the poor roads connecting them and their rural districts, it has been very difficult to do effective supervision.

My aim has been to devote most of my personal attention to the rural schools, depending on principal and English teachers to carry out my instructions and the object of the department in the town or graded schools. The majority of the inhabitants of Porto Rico, I believe, live in the rural districts or barrios. It is there that the greater illiteracy prevails. If we are to accomplish the complete Americanization and education of this people, we must make the greater effort in the rural districts.

However, great progress has already been made in building agricultural schools in some barrios, furnishing text-books and better apparatus, as well as better trained teachers, but the rural school advancement has not kept pace with the progress of the town schools. This is due in part to conditions inherent in the isolated one-room schoolhouse itself, where organization and gradation is almost impossible, where personal favoritism on the part of the local board often prevents efficient and continued effort by the teacher, and where the environment is too narrow to broaden the intellectual horizon of the pupil by active rivalry and keen intellectual competition with others in his class. The scattered locations of the homes necessarily removes the majority a long distance from the center of the barrio, where the schoolhouse is generally located, making one session obligatory, and thereby shortening



HUMACAO GRADED SCHOOL.



the school day. The consolidation of rural schools is no longer a debatable question. It has been accepted by administrative school officers everywhere that the most rational solution of the country-school problem is to combine the small, isolated school units into larger ones, transporting the pupils to and from the schools at public expense. At present this system is entirely inapplicable to Porto Rico, owing to existing conditions. First, the appropriation of the department of education will admit of no increase in expense. Second, the roads connecting the schoolhouses and the homes of the pupils are mere trails, for the most part, which are impassable four to five months of the school year except on foot. A large increase in the number of schools would greatly simplify the problem by lessening the distances between school and home. An effort to centralize the homes should be made. At present we have about one-fourth of the children of school age in rural districts enrolled in the schools. I have rural schools with an enrollment of 60, 50 on the waiting list, and a daily attendance of 45 to 50. Parents are beginning to appreciate the value of some education and many cases of sacrifices on their part are daily brought to my notice. On my last visit to a rural school near Las Piedras I noticed a boy of about 9 years of age, poorly clad, who was barely able to stand in the class. I called the teacher's attention to him and was informed that he was not sick, but simply weak from lack of sufficient and proper nourishment. I remained until the closing hour of the school, and mounting the boy with me upon my horse we proceeded to his home, where I found a family consisting of father, mother, and five children. The remaining four, ranging from 3 to 8 years in age, had no clothing of any description. The mother told me that it was her earnest desire to send the two oldest to the rural school with their brother, but the father had fallen sick and there was nothing with which to buy food, much less to clothe them. The family had been subsisting an entire week upon sweet potatoes, of which they had a small patch, and yet that boy had attended school daily, walking three-quarters of a mile. It is often that I find children sitting along the schoolhouse trail, weak and shaking from fever, unable to continue their way to school and unwilling to attempt to return home. Such fortitude certainly deserves reward, and such incidents bring the wish that your salary were inexhaustible and the appropriation of the department unlimited.

The practice of permitting pupils to carry to their homes all written work prepared by them in the school has created interest and has carried to some extent the influence of the school into the home. I should recommend that this be taken up on a larger scale, such as giving premiums of short-story books which would be read with interest by pupils to their parents.

Owing to the annexation of some municipalities it was found necessary to add two towns to this district this year, viz, Maunabo and San Lorenzo. Geographically, and owing to the trails leading to them from my headquarters, these towns should not pertain to this district. San Lorenzo lies one hour by cart road from the headquarters of the Caguas district, while it requires four hours to make the trip over the trail from Humacao. I do not know the origin of this trail, but it seems to me that the original route must have been laid by some Indian who had little or no respect for his life or limbs. In the rainy season the trip over this trail is accomplished with some risk, as falls are frequent. Both my horse and myself have become quite adept in the art of falling and alighting. However, we have not been able to accomplish these feats without coming in contact with mother earth, and as a result of this we are obliged to present ourselves at the schools of San Lorenzo resembling two balls of mud more than man and beast. Transportation of books and supplies over this trail is, of course, equally difficult.

The district now comprises the towns of Humacao, Las Piedras, Juncos, Yabucoa, Maunabo, and San Lorenzo, with a teaching force of 51 graded and rural, 2 agricultural, and 6 English teachers, a total of 59 teachers, with an increase of 22 over last year. The 24 graded and 3 night schools in the district have been divided into 46 classes, i. e., 23 first grades, 11 second grades, 11 third grades, 6 fourth grades, and 3 fifth grades. It is intended to form sixth grades the coming school year providing sufficient fifth-grade pupils return to the schools. It will be seen that first-grade pupils are in the majority in the town schools, and four-fifths of the enrollment of the rural schools pertain to this grade. Over 300 names have been on the waiting list of the graded schools of this district the entire year, which, had there been accommodations and teachers, would have been formed into first-grade classes. The ages of the pupils of the town schools range from 6 to 15 years. There is a strong tendency to leave the school as soon as they have reached the age of 14 or 15 years. I also find that the desire for schooling is not so prevalent among them as it is among the rural pupils. The work of the graded schools has been carried on as laid out by the "course of study." Written examinations covering the year's work are being prepared. Sample copies of the results obtained in each grade and school will be forwarded to the department at the end of the school year.

Special and appropriate exercises have taken place in the schools on all legal holidays. I think those held on Arbor Day were the most successful and most entertaining. The singing of the national songs at these celebrations is thoroughly enjoyed by the pupils, who sing them with a will and a vim that compels you to join them. I believe that complete Americanization is bound to follow where the national songs and national games of our country are planted. I have introduced outdoor games and sports among the graded school pupils and find that they take an exceptional interest in baseball. Owing to a sprained ankle received during the first lessons, I reluctantly turned over the teaching of this game to Mr. J. Whittemore Smith, English teacher, of Humacao, who reports excellent progress.

The agricultural schools of the district, located at Juncos and Las Piedras, gave no results this year. I feel that this was due for the greater part to the inactivity of the teachers, but other causes also contributed. At Juncos we had no fence to protect the grounds from loose cattle, the school was located too near the town, and the pupils who were enrolled exhibited no interest in agricultural work. At Las Piedras the ground was fenced, prepared, and tools furnished to work with, but the school was not opened until late in the school year, and after a few months the teacher resigned to return to the United States. I find that the idea of locating agricultural schools near the towns is erroneous. This district has been granted another agricultural school for the municipality of San Lorenzo, and it is my intention to locate it quite a distance from the town. Mr. Fernando Aponte, of San Lorenzo, has donated a site for the school, which consists of 3 acres of good, fertile land, bordered on one side by a running stream, situated in the barrio of Quemada Arena. The barrio is very thickly populated and has never had a school within its borders. I think the conditions found there are ideal for the location of a school of this class, and I am looking forward with great interest to the results I expect to obtain.

The district has also been granted by the department of education a six-room graded school building to be located at Yabucoa. The building will cost about \$13,000, of which the municipality has agreed to pay half.

The statistics which I have been able to consult show there are 16,470 children of school age in this district who are not attending school. About 6,000 of these would attend if accommodations and teachers were provided and they were solicited to enroll. The remainder would have to be reached by a compulsory school law. The educational agencies in the district, outside of the public schools, consist of 4 small private schools, which have an enrollment of 86 pupils, ranging in age from 4 to 7 years. From the above data it is obvious that we are in need of many more schools.

In conclusion, I wish to acknowledge the sincere support accorded this office by the commissioner of education and his corps of office assistants.

Respectfully submitted.

GEO. WENDEL MOORE,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

#### SCHOOL DISTRICT NO. 5.

CAGUAS, P. R., *June 13, 1903.*

SIR: I have the honor herewith to transmit my report on the public schools of this district for the school year ending June 26, 1903.

About a month ago I wrote a circular letter to all the teachers of the district, asking them to obtain for me a census of the children of school age living within the barrios or towns in which their schools were situated, and, at the same time, wrote the alcalde of each town requesting him to direct the commissaries of the barrios to assist the teachers. The results of this census, including estimates for 17 barrios and the city of Caguas, from which returns have not yet been received, are shown in the following table:

|                   | Pupils enrolled. |        | Children enumerated. |        |
|-------------------|------------------|--------|----------------------|--------|
|                   | Urban.           | Rural. | Urban.               | Rural. |
| Aguas Buenas..... | 104              | 169    | 173                  | 965    |
| Caguas.....       | 653              | 426    | 250                  | 1,279  |
| Cayey.....        | 428              | 579    | 160                  | 1,390  |
| Cidra.....        | 118              | 186    | 75                   | 900    |
| Gurabo.....       | 134              | 190    | 164                  | 1,314  |
| Total.....        | 1,437            | 1,550  | 822                  | 5,848  |

In addition there are 2 night schools, with an enrollment of 100, which I have not included in the table, since many of the pupils are adults, and 5 private schools with a total enrollment of 160.

This census is not only interesting and instructive from a statistical point of view, but will aid me greatly in deciding where schools should be established, since I have it by barrios, and also in obtaining and maintaining a good enrollment and attendance, since I have the names and the ages of the children and the names of their parents.

At present there are in use for school purposes in this district 11 buildings in the towns and 33 in the country. Of the thirty-two class rooms in the town buildings all but five are equipped with modern furniture. These five will be similarly equipped before the beginning of the next school year. During the year a new four-room stone building has been finished in Cayey and was turned over to the town in October. A similar building was offered the town of Aguas Buenas, on the condition that the town pay on installments half the cost of the building; and a like offer was made to the town council of Caguas for the annexed town of Gurabo, but in both cases the town councils replied that the financial condition of the municipal treasury did not warrant the assumption of such obligations. An agricultural school building has been offered to the annexed town of Cidra, and steps are now being taken to acquire the necessary land by popular subscription.

While the furniture and equipment of the town schools is generally satisfactory, the same can not be said of the rural schools. This condition is due not to indifference of the local boards, but to the fact that available funds have been lacking. The respective budgets of the school boards for the coming year make ample provision for putting all the schools in satisfactory condition. At present many of the rural schools are equipped with furniture for the most part loaned by the neighbors or constructed by the teachers and pupils.

Generally speaking, the enrollment in the schools has been satisfactory. In a few cases it has been very low, a condition I believe to have been due mainly to the lack of effort on the part of the teachers in charge of those schools. The proportion of children unenrolled, shown in the census given above, proves that there is no excuse for not having a full enrollment in all schools. Besides the indifference of some of the teachers, or perhaps their unwillingness to be burdened with a large school, the ignorance and selfishness of the parents retard the enrollment and hurt the attendance. In far too many cases the child is not enrolled until every means of finding it work, either at home or abroad, has been exhausted, and then at the first opportunity it is withdrawn either temporarily or permanently. Hundreds of children between the ages of 8 and 12 years are hired out to work in the fields, cigar factories, or in private houses that their parents may have more time and money to spend upon themselves. I am blind neither to the fact that poverty is extreme in Porto Rico, nor to the fact that the family mode of living is not improved by the results of the work of the children. During the entire year I have endeavored by talking with parents along the road to create a healthier public opinion regarding this matter. With the aid of the stricter provisions of the new school law, and the promised cooperation of the local authorities, I expect the coming year to be able to improve matters in this respect.

The agricultural school in Gurabo has not given the results that it should have during the present year. This has been due in part to the fact that the first seeds sent out by the department did not germinate, in part to the unusually dry weather that has prevailed, but mainly to the unfitness of the teacher for his position. This teacher, while honest and conscientious, lacks the native and educational qualifications necessary to success in his work. The school opened with an enrollment of 32, which, instead of improving, has dwindled to 19. The average monthly attendance has been 19.89. Of the pupils enrolled not more than 6 have at any one time been from the country. The site of the school is good, and the school board is disposed to do all in its power to make the school a success. I would recommend that the agricultural work be continued at the school next year under the direction of a teacher with force of character and practical experience in farm work.

The work of the night schools has been on the whole successful. This is particularly true of the school in Cayey, where the native teacher in charge has worked earnestly and faithfully, keeping up the interest of the pupils and thus the enrollment. One of the American teachers there voluntarily offered to teach English in the night school without extra remuneration, and by so doing has made possible the formation of practically two night schools instead of one. The teacher who now has charge of the Caguas night school is one of the best native teachers in the district. In both towns the attendance is excellent and there is a waiting list of applicants for admission.

I am pleased to be able to state that in no school of the district is the old system

of segregation of sexes followed. The change to mixed schools was bitterly opposed, and I was violently assailed by the school board then in office when I made it in Cayey last fall. But upon the occasion of my last visit to that town the secretary of the present board spontaneously told me that he believed the change was a step in the right direction and that that board would not avail itself of the power granted it in the new school law to separate the sexes next year.

All the school boards at present in the district have shown themselves not only willing but eager to cooperate with me in the betterment of the schools. They have all been greatly hampered by a shortage of funds due not to insufficient provisions in the budgets, but to the fact that the municipal authorities have been unable to keep them supplied with the funds and that collections of taxes have amounted to less than the estimates. The resulting lack of resources not only prevents putting the schools in good condition materially, but because the credit of the boards is impaired makes it difficult to rent suitable buildings and to secure the services of the best teachers.

In this district I have found some of the best native teachers that I have known in an experience that has brought me into contact with over 200. Not only are their educational qualifications above the average, but the interest which they have manifested in their work, in their pupils, and in their own improvement has been extremely encouraging. Although it was greatly stimulated by the announcement made last fall that the teachers would, at the end of April, be required to take examinations in English, the interest of the teachers in that language and their desire to learn it is real and spontaneous. This is proved by the large number of teachers who were paying for private lessons in English before the above-mentioned announcement was made. I have noticed a gratifying increase in the number of teachers who lead and encourage their pupils to express their own opinions.

The work of the American teachers, too, has been in the main eminently satisfactory. They have not only worked well and faithfully with their pupils, but have been well liked by the native teachers with whom they have been associated, and have endeavored to be in every way possible helpful to them. Cidra has been unfortunate in this respect. During the school year 1901-2 it had no American teacher, and this year the two teachers it did have served all told but eleven weeks.

The more one knows the pupils in the schools of Porto Rico the brighter must be one's hopes for the future of the island. They have their faults, and serious ones, due to heredity and environment, but they are as a class bright and studious and appreciate the advantages that the schools offer them far better than their parents in many instances. I thoroughly believe that if they were left free to follow their own inclinations without influence one way or the other from their parents, the enrollment and the attendance of our schools would be improved. Many a child has asked me to lend him other books to study, or begged me to have him placed in some school where he could learn some trade. Where the child appears dull and stupid it can be traced, in the majority of cases, to the method of the teacher, who forces the child to repeat answers that he does not comprehend and represses any tendency toward originality and independence of thought.

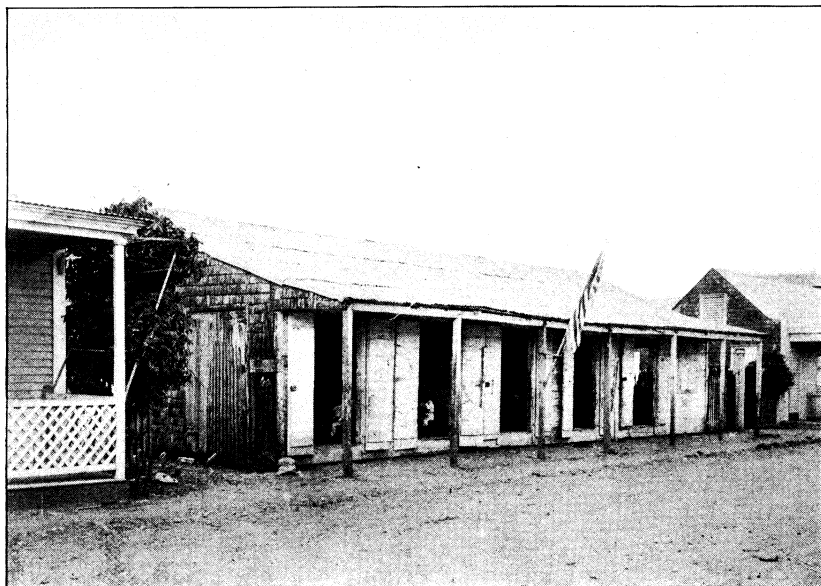
The best progress has been made in English. This is true even in the rural schools, where the instruction in that language is given by a native teacher who very frequently, at the end of the year, knows less English than the majority of his pupils. The Porto Rican child has much natural aptitude for the manual arts, and so does good work in drawing and writing. In arithmetic the least progress is shown. This is due to the "rule of thumb" method employed by almost all the teachers.

On Arbor Day, Washington's Birthday, Memorial Day, and Flag Day appropriate exercises were held throughout the district. On Arbor Day trees and shrubs were planted by the pupils of all the schools, and I have endeavored throughout the entire year to cultivate an active, abiding, and practical interest in the purpose of that day. Flag Day was "featured" throughout the district six weeks before the date set for the exercises, June 12. I sent each copy of a suggested programme and of many poems, recitations, speeches, memory gems, and songs appropriate to the day. Both teachers and pupils entered upon the preparations with enthusiasm. I have received as yet no reports from the other towns, but the exercises in Caguas were gratifyingly successful. The mayor generously ceded the assembly room of the town hall. A committee of school children worked all the forenoon preparing a stage and decorating the room. When the time for beginning the exercises came the hall was crowded to its utmost capacity, and the doorways were filled by people who could get no further. The enthusiasm was unabated from first to last, being greatest when Miss Arenas, dressed in the flag of Porto Rico, made her speech pledging the island to loyalty to the American Government and its flag, and expressing the wish that Porto Rico be soon admitted to the sisterhood of States. The correct-





HUMACAO RURAL SCHOOL.



SALINAS RURAL SCHOOL.



ness of pronunciation and the clearness of enunciation in the recitation and the songs in English were remarkable. After the exercises in the hall were over the children filed down into the street and, accompanied by their teachers, marched around the plaza several times, each school with its large American flag and each child with a small one, singing "Yankee Doodle."

In closing this report I would say that there is, in my judgment, every reason to feel greatly encouraged regarding the public schools of Porto Rico, and the regeneration of the island through their work and influence. Everywhere is manifest decreasing opposition to the American system and increasing faith in the schools and belief in the importance of the work they are doing.

Respectfully submitted.

ROGER L. CONANT,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

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#### SCHOOL DISTRICT No. 6.

GUAYAMA, P. R., *June 15, 1903.*

SIR: In compliance with section 62 of the school laws, I have the honor to forward herewith the fourth annual report on public schools of the district of Guayama.

At the beginning of the fiscal year 1902-3, two towns, Santa Isabel and Maunabo, were transferred to other districts and left the district of Guayama composed of two municipalities with the following towns: Salinas, Guayama, and Arroyo, in the municipality of Guayama, and Patillas and its barrios as the municipality of Patillas.

The increase of schools has been marked, total number of schools in the district being 21 graded, 20 rural, and 1 agricultural. Five more rural schools were allotted to Guayama, but owing to the scarcity of teachers they were not opened.

The great difficulty to contend with is to find suitable buildings, with good sanitary conditions, for school purposes. With the exception of the school buildings built by the department of education those occupied by the graded schools and some of the rural schools are far from being satisfactory.

While the buildings in the towns of Salinas and Patillas are amply large in respect to floor space, the roofs are so low, and being of galvanized iron, on warm days become so heated as to make the rooms beneath almost unbearable. Teacher and pupils dread the afternoon session on those days, and the heat causes the interest in the work to diminish, and a drowsiness falls over the children, which necessitates a great amount of skill on the part of the teacher to overcome.

In Arroyo the case is just the opposite. There the school rooms are small and children are cramped for space. Some of the buildings used by the rural schools are large and roomy, and are in much better sanitary condition than those of the towns. Others are so small that it seems foolish to try to put a school in them.

But what are we to do? Schools we must have, and as these small buildings are the only ones available in the barrios they are used as such. I have seen 50 children crowded in a room 10 by 30 feet, and good work being done under the circumstances. The town of Guayama has 11 graded schools. Four of these occupy a large 4-room school building built by the department of education, three are in a building owned by the municipality, which building is in a miserable sanitary condition, and the other four are in two private dwelling houses, the partitions having been removed so as to enlarge the rooms.

The teaching force of the district this year has been very good. I have found that most of the native teachers speak more or less English and, with the exception of two or three of the older teachers, all have a fair knowledge of the methods of teaching. The younger teachers, I find, are more adaptable to American methods than the older teachers. In one of my schools sickness caused a teacher to resign, and a young man who had just received his certificate was appointed to the vacancy. It was surprising to see what an improvement took place in a few days. The children seemed to take much more interest in the school, and everyone had a pleased look. I thought at first the old saying "A new broom sweeps clean" explained the case, but I have found out that such was not so. The broom still continues new and everybody is satisfied. An old lady, the mother of two of the children in the school, stopped me on the road the other day and said: "That is a mighty fine teacher you have given us. He speaks English well and my boy can now read and write. I do hope you will keep him here." If a teacher does his duty and has a cheerful disposition, you may be sure that he will have the support of the barrio in which he teaches

and that the attendance in his school will always be good. The school I spoke of has increased 10 per cent in its attendance.

Teachers, in order to get good attendance, have to make the school attractive. At recess I would suggest teaching the children some game to play, one that will be instructive as well as amusing. If he or she finds that the heat is telling on the pupils, as it does in some of our small schoolrooms, suspend school for five or ten minutes and read a story or teach a game that will both instruct and at the same time cheer them up. "All work and no play makes Jack a dull boy," is an old saying and will certainly apply to the Porto Rican child.

The principal teachers of this district have done excellent work this year. The school of Principal Enrique Huyke, of Arroyo, really surpasses anything I have seen in its line. The entire class speaks, reads, and writes English with the proficiency of an American school of its same grade. The work, especially in English and Spanish grammar, is something wonderful. Anyone wishing to pass a pleasant half hour has only to visit this class and hear it recite. The other teachers and classes of Arroyo are not far behind Professor Huyke's. All are doing good work. Mr. Carlos M. Muñoz, principal of the Guayama schools, has also done good work this year. When the schools were opened at the beginning of the school year there was not a class regularly graded. Mr. E. B. Wilcox, who was supervisor for a few months, started the work of grading, but owing to numerous other duties he had to perform succeeded only partly in grading one or two classes. It was the middle of the second term before the work was completed. This was hard work, and it was only through the energetic and untiring efforts of Mr. Muñoz and the teachers of English that the work was accomplished. I am glad to say that next year when the teacher takes charge of his class he will have no trouble in beginning his work and continuing throughout the year without a break. Teachers of the rural schools have also done very good work. In many of these rural schools English is taught by the native teacher and the progress has been exceedingly satisfactory. The reading is quite good. Of course, there is a strong accent, but still the child understands what it reads, and quite a number write from dictation. As a whole, the general progress of the schools this year has been at least 30 per cent over that of last.

A great help to our schools, and also to the native teacher, has been the teacher of English. The work done by this teacher will long be remembered in Porto Rico. These teachers, besides teaching the school children, held classes in English three times a week for the benefit of the native teachers and the result can be seen by the per cent gained by the native teacher in a special examination in English held April 25 of this year. Ninety-seven per cent, 96 per cent, 94 per cent, 86 per cent, and so forth, were the marks gained at this examination. Too much can not be said for the teachers of English who have labored in the schools of Porto Rico for the year 1902-3.

Teachers' meetings have been of great benefit this year. They have been held on the second and fourth Saturdays of every month, and twice there has been a general meeting of all the teachers of the district.

The conference held here March 25 and 26 by the Hon. Samuel M. Lindsay, commissioner of education of Porto Rico, assisted by Dr. Charles De Garmo, dean of the pedagogical department of Cornell University, and Dr. Edward T. Devine, secretary of the charity organization society of New York, was quite a success, and was of great benefit to those who attended.

The agricultural school, while not wholly a success, has, however, demonstrated that with proper facilities crops can be grown in Porto Rico. Mr. José E. Navarro, teacher of the agricultural rural school of Arroyo, with considerable labor has shown that, even if his school is built upon the old foundations of destroyed houses and the ground mixed with bricks, mortar, and so forth, garden truck, tobacco, cane, and cotton could be grown. Mr. Navarro labored under difficulties. He had to clear his ground of all kinds of rubbish, carry water for irrigation a considerable distance, and then upon all that argue the point with the parent as to whether the child in the school should work in the ground. Many of the parents do not wish their children to work in the fields. Their idea is that the child that goes to school should be either a doctor or a lawyer, and they can not see that it is important for him to have an education to work in the field. The agricultural rural school has been placed upon the wrong site. The school should be in the interior of the island, near a stream, and as far from a town as possible. It is the country boy who desires the instruction in agriculture, and he is the one who should get it.

The furniture of the schools has been somewhat better than last year. Still there is much needed. The schools in the rural districts all need desks. At least one-half of the school should be accommodated in this respect. The rooms need brightening up. Very few of the schools have been whitewashed during the past year. Filters should be in every school. Benches with backs should take the place of the old

bench, and every teacher should have at least two chairs and a desk or table. Of school supplies there is a plenty. There is no school in the United States that has more supplies or of better quality than the schools of Porto Rico.

There are a number of private schools in this district, four of which are in the town of Guayama, with an attendance of about 100 pupils. In the rural districts I have often observed small schools or classes established in barrios where the population was so small that it did not warrant the opening of a regular public school. Those classes rarely exceeded an attendance of 10, and taking them as a whole they would amount to about 130 to 140 children.

More public schools will be needed next year. I find that in my entire district I have about 300 children who do not attend school. Under the new law where the parent is compelled to keep the child in school I am sure that very few of these children will be out of school during the coming year.

The local board, or rather the old local board of education, did some very good work last year. I am in hopes that the new board, which was established a few days ago, will continue the good work. Financially the board is in good circumstances, and with a little clerical aid they will be able to have the schools of this district in first-class condition for the new year.

With the supplies now furnished by the department of education, modern furniture, and clean school buildings, teachers who have had some training at the insular normal school, and the following strictly of the new course of study issued by the department of education, I see no reason why our schools in the coming year shall not obtain the same standard as public schools of the United States.

Respectfully submitted.

JNO. W. ZIMMERMAN,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

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#### SCHOOL DISTRICT NO. 7.

AIBONITO, P. R., *June 5, 1903.*

SIR: I have the honor to submit my annual report for the year 1902-3.

I began my term as school supervisor on July 1, 1902. The district for which I was appointed comprises the municipalities of Aibonito, Barros, and Comerio, Barranquitas having been annexed to Barros. The towns of Aibonito, Barros, and Barranquitas belonged to the school district of Coamo the year before, while Comerio was one of the municipalities of Bayamon district. I think it well to say that the organization of the schools in Aibonito, Barros, and Barranquitas at the beginning of the year was quite satisfactory, and, although there was something to be done, no important defects were noticed in the school machinery of those municipalities. The same can not be said of Comerio. As soon as I made my first visit to the schools of that town, I could see that Comerio was the weak point in my district. In the graded schools the organization was especially poor. Each teacher did as he pleased, there being no uniformity in the work of the different rooms. No discipline, poor methods, and very bad sanitary conditions in the building. This state of affairs disappeared when an acting principal which had been appointed some days before was required to take in his hand the direction of the work in the whole school and was made responsible for the general discipline and the punctuality of all the teachers. At the same time clear explanations were given to the teachers concerning the methods and discipline; a janitor was appointed to take care of the building, and the rooms and closets were cleaned and whitewashed. In fact, now, at the end of the year, things have entirely changed, and there are reasons to expect that the organization of the schools in Comerio next year will be satisfactory.

Something has been done to improve the conditions of the schools in the other municipalities. Acting principals were appointed for Barros and Barranquitas. Aibonito had a principal the year before, but his work was not satisfactory and during the same year Mr. S. B. Eckman, then supervisor in charge of the Coamo district, thought it wise to demote him, decreasing his salary and limiting his authority. This year a successful graded teacher was appointed for the position of acting principal, and his work, I am sure, has been more satisfactory than the one which an old principal would have done. Every one of the towns in the district has therefore a graded teacher in charge of the schools, discharging those duties as the supervisor may require, receiving an extra pay of \$10, and giving in return an amount of work worth many times that much.

Nothing perhaps has contributed to the improvement of the work in the graded schools of Aibonito so much as the facilities offered by a modern four-room building, constructed by the department of education and which was opened in November, 1902. At my request each one of the school boards in the district has appointed a janitor for the graded schools. Last year there was none, and the teachers, helped by the children, had to see after the cleaning of the buildings.

On the whole, our schools are poorly equipped. There are many rural schools which have not the necessary furniture. Some teachers have not a chair to sit on, nor a desk to write on. With the exceptions of the graded schools of Aibonito, no school has hat racks. Very few schools have pails for water, and only the graded schools of Comerio have filters, recently bought by the local school board. The number of schools having clocks is very small. All the graded schools but two have new individual desks, given by the department of education. I am sure that with the money appropriated this year for this purpose by the boards of Barros and Aibonito, where the two schools with old desks are located, it will be easy to buy new desks for them.

Not one of the rural schools has modern desks, and many years will pass before they may have them. But some municipalities have provided desks and benches of the old style for their rural schools, in an amount sufficient for all the children attending the school. The rural schools of Comerio and some of Aibonito have the poorest furniture.

When the school year began only forty schools were opened in the district, as follows:

| Municipality.  | Graded. | Rural. | Agricultural. | Total. |
|----------------|---------|--------|---------------|--------|
| Aibonito ..... | 5       | 4      | .....         | 9      |
| Barros .....   | 7       | 11     | 2             | 20     |
| Comerio .....  | 4       | 7      | .....         | 11     |
| Total .....    | 16      | 22     | 2             | 40     |

There was no other reason for the nonopening of the other schools than the lack of teachers. During the end of the second term all the vacant schools were filled with new teachers, and now the number of schools is as follows:

| Municipality.  | Graded. | Rural. | Agricultural. | Total. |
|----------------|---------|--------|---------------|--------|
| Aibonito ..... | 5       | 7      | .....         | 12     |
| Barros .....   | 7       | 18     | 2             | 27     |
| Comerio .....  | 4       | 9      | .....         | 13     |
| Total .....    | 16      | 34     | 2             | 52     |

The number of pupils between the ages of 5 and 17 years in the different municipalities of the district is as follows:

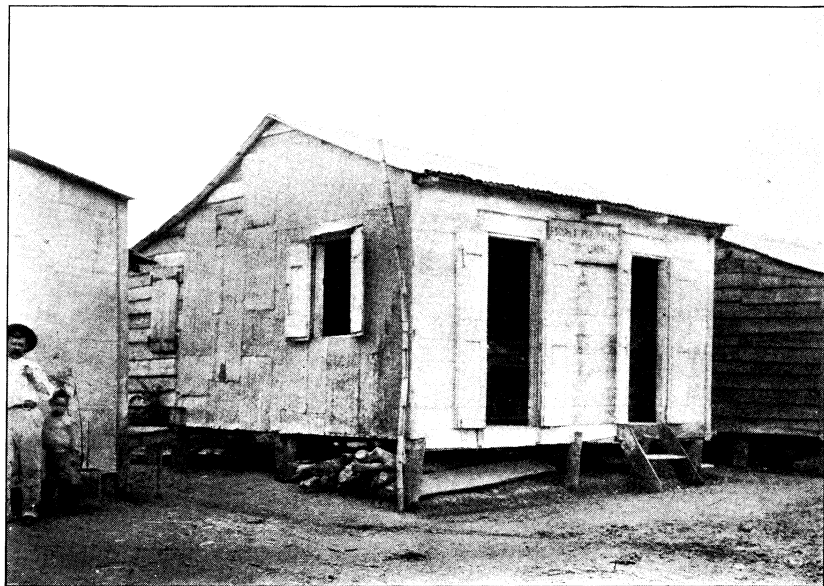
|                                 |         |
|---------------------------------|---------|
| Aibonito .....                  | 3, 054  |
| Barros (and Barranquitas) ..... | 8, 235  |
| Comerio .....                   | 2, 991  |
| Total .....                     | 14, 280 |

The number of pupils enrolled is—

|                                 |        |
|---------------------------------|--------|
| Aibonito .....                  | 582    |
| Barros (and Barranquitas) ..... | 1, 267 |
| Comerio .....                   | 559    |
| Total .....                     | 2, 408 |

The number of pupils between the ages of 5 and 17 years who do not receive any instruction is therefore—

|                                 |         |
|---------------------------------|---------|
| Aibonito .....                  | 2, 472  |
| Barros (and Barranquitas) ..... | 6, 968  |
| Comerio .....                   | 2, 432  |
| Total .....                     | 11, 872 |



LIMONES RURAL SCHOOL, GUAYAMA.



CAÑAS GRADED SCHOOL.





Perhaps no district has more young teachers than this one. With the exception of eight or ten teachers, all the teachers in the district have taken their examinations under the American Government. This means that the majority of them know the American school methods pretty well, and have never taught according to the routine methods of the Spanish system. As a rule, young teachers are more successful than the old ones, and I have been able to realize this in my district, where with the exception of Mr. Castule Rodríguez, who in spite of having taught a long time in the Spanish schools is a very able teacher, the old teachers have not clearly understood the new ideas and educational views.

The number of incompetent teachers in the district is comparatively small, and though first-class teachers are rare, it has been encouraging for me to see the steady progress made by the majority of my teachers in their professional ability. It being my opinion that what most of the teachers need is to be directed, I undertook at the beginning of the year the task of giving them, by means of circular letters, definite instructions regarding the methods of teaching reading, language, geography, etc., and in my monthly reports I have always tried to explain to them what they should or should not do, instead of criticizing their work by using the words good, bad, and the like. As a result the new methods are now clearly understood by a great number of our teachers, and the routine and mechanical work has disappeared from most of our schools. Without trying to overwhelm the teachers with unnecessary work, they have been required to write the outline of their daily work, and this they have all done, many of them skillfully and intelligently. I must not finish this part of my report without stating that with the exception of very few cases of negligence and carelessness, the teachers under my authority have done hard and honest work.

It is to be regretted that only two of the municipalities of the district have had the advantages of an English instructor (Aibonito and Comerio). An English teacher was appointed for Barranquitas at the middle of the year, but his work during the short time he was there was very deficient. At the beginning of April he went away and resigned his position. The two English teachers at Aibonito and Comerio have both done a conscientious work, and the children under their instruction have made rapid progress in English. The teaching of this language has been made as practical as possible. The work in the books has been combined with the object and conversation work, the result being that the children have been trained in the habit of thinking and expressing themselves in English up to such an extent that with two more years of similar instruction and with able teachers the majority of our advanced pupils in the graded schools will be able to speak English in a correct way. I can not refrain here from saying that the progress made in English in our rural schools is far from being satisfactory. This is undoubtedly due to the fact that our rural teachers have not a knowledge of the English that might enable them to impart instruction in that language, and also to the exceptional amount of skill and training which is required to teach a foreign language to young pupils—skill and training which are not to be found among our rural teachers.

If in any line of the educational work in this district a positive improvement has been made, it is in the matter of school boards. Mr. R. L. Conant, supervisor of schools in the district of Coamo last year, makes the following statement in his annual report for the year 1901-2: "From the time I took charge of this district till the middle of June the president of the Aibonito school board could not get a quorum together." It is entirely true. From the time I took charge of this district till a new board was elected the president of the school board of Aibonito could not get a quorum together. When important matters had to be decided upon he had to walk from house to house inquiring the opinions of the different members of the board; then went home, wrote the minutes, and went to get the signatures of the other members in the same way he had gotten their opinions. More negligence on the part of public officials could not be found anywhere. But nothing could be said to give an exact idea of what the late school board of Barros was. Its work was only a constant mismanagement of the local school interests. There was nothing done according to law. The accounts were not properly taken or not taken at all. The payments were made at the pleasure of the secretary of the board without complying with any one of the legal requisites. The president thought he was the sole, supreme authority in school matters, and changed teachers from one school to another, schools from one building to another, and did or tried to do whatever he wanted without consulting the supervisor or even the other members of the board.

Business in the Comerio school board was transacted in a more satisfactory way. Fortunately, the elections which took place on November 4, 1902, gave a chance to make a complete change in the boards. Before the tickets were made I conferred with the political directors of the different municipalities and all of them showed their willingness in using their influence to secure the best possible men for the school

boards. No one of the old members was reelected, and now the local board of Aibonito meets regularly and is earnestly working and giving me its hearty cooperation. The board of boards is now a model of good boards, and its president, Mr. Rafael Morales, who was a successful teacher for some years, deserves great credit for his energy, honesty, and intelligence. It is to be regretted that Mr. Louis P. Sanchez has recently resigned the presidency of the school board of Comerio. During the short time he filled that place he did everything to improve the local conditions there, and I am grateful to him for his cooperation and help.

There is nothing so worthy of study in the school system of Porto Rico as the children. As a rule, the Porto Rican child is bright and intelligent, quick to understand, and with a notable readiness to learn by heart. His imagination is surprisingly lively and has an inborn artistic bent. On the other side, he has an extraordinary lack of energy, both mental and physical. The home habits and the way of living are the principal causes of this evil. The lack of proper food, the absence of hygienic conditions, and the clothing, together with the anemia, are the worst enemies of our educational work. This makes evident the necessity of making our schools, especially the country schools, as practical as possible. Children should be taught above everything how to live and how to work, how to get the greatest possible amount of products from our natural resources, and how to use them in the most economical and useful way. Each child attending our schools should receive the greatest possible amount of industrial training, and in our rural schools the children should learn something about the modern methods of cultivating the land. Physical culture should receive more attention, and the conditions of the rooms and the equipment of the schools should be improved in every possible way.

There are two agricultural schools in this district—one in Barranquitas and one in Barros. Two native teachers are in charge of them. The school of Barros has given pretty good results. The ground has been worked and the teacher has tried to do his best. But the first object of the agricultural school, which is to teach the best methods of farming and working on the land, has not been satisfactorily fulfilled. The school of Barranquitas has been entirely successful, and the results very satisfactory. I hope that the present school board of Barros will do more for the agricultural school than the old board did.

Three night schools were opened in the district at the beginning of the year. The attendance in Barros and Comerio has been too low, and these schools will probably have to be closed next year. In Aibonito the attendance has been satisfactory, and good results have been attained. I would make the recommendation that in towns where only one night school could be opened, it should be only for adults who do not know how to read and write, and that as soon as they learn they be dismissed from the schools and new ones admitted. The time spent in teaching English in the night schools, unless done by English teachers, is practically wasted.

During the second term of the school year a series of pedagogical conferences of the teachers of the district was initiated. The first ones took place at Aibonito, with an attendance of over 40 teachers. Very few private citizens attended, and the local authorities were not present. But soon the teachers saw the importance that these meetings have for them, and the interest of the people was awakened. When the second conference took place at Comerio it was attended by a large crowd of people. The third one, in Barros, drew even a larger attendance, and the last one, in Barranquitas, which took place on May 30, 1903, was attended by almost all the teachers of the district and by many persons of neighboring towns. Mr. Alberto J. Martinez, secretary of the department of education, was also present. Important points have been discussed in these conferences, and the teachers have really got practical results from them.

In closing this annual report, I take pleasure in thanking the department of education for the valuable and constant help I have received from it.

Respectfully submitted.

ENRIQUE LANDRON,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

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#### SCHOOL DISTRICT NO. 8.

COAMO, P. R., *June 10, 1903.*

SIR: I have the honor to submit the fourth annual report on the schools of the Coamo district.

The writer has been in charge of the district during the four years under American

school administration, with the exception of the last five months of the school year of 1901-2 and the succeeding summer vacation, having resigned the position in January of 1902 and been reappointed in October of the same year.

In the division of the island into school districts last year, this district, which was formerly the second largest on the island, was reduced considerably. Barros, Barranquitas, and Aibonito were taken out and Santa Isabel was added to the old towns of the district, Coamo and Juana Diaz. The following table will show the number of schools open at the beginning of this school year last October:

|                    | Graded. | Rural. | Night. | Total. |
|--------------------|---------|--------|--------|--------|
| Coamo .....        | 8       | 10     | 1      | 19     |
| Juana Diaz .....   | 6       | 9      | 1      | 16     |
| Santa Isabel ..... | 3       | 1      |        | 4      |
| Total .....        | 17      | 20     | 2      | 39     |

At the close of the year the following schools are open:

|                    | Graded. | Rural. | Night. | Total. |
|--------------------|---------|--------|--------|--------|
| Coamo .....        | 8       | 16     | 1      | 25     |
| Juana Diaz .....   | 6       | 12     | 1      | 19     |
| Santa Isabel ..... | 4       | 5      | 1      | 10     |
| Total .....        | 18      | 33     | 3      | 54     |

In addition to this number of schools there are 2 English teachers in Coamo, 2 in Juana Diaz, and 1 in Santa Isabel. These teachers go from room to room giving lessons in English.

The teachers of the night schools are regular graded teachers, who do this extra work at night for an additional \$10 a month.

There was a principal in Coamo at the beginning of the year, but the supervisor who turned over the district considered his presence more detrimental than beneficial to the schools, and his opinion was fully concurred in by the writer after the grading of the Coamo schools was investigated. The principal resigned in November, and a graded teacher was given a slight increase in salary and placed in charge of the group. There are graded teachers in charge of the schools of each town in the district, and for the extra service performed they receive \$10 a month in addition to the regular salary as graded teachers. The experience of the writer has been that, as a rule, principal teachers do not give satisfactory results here. They have very little knowledge of American school methods generally, and their failure to do anything is often an improvement on their attempts to grade the schools and give orders which only throw the schools into confusion and undo the work of systematizing that had already been accomplished. However, there are some excellent principals on the island, and to secure the highest possible standard in our graded systems it is necessary to have the groups under such principals. If any school board in this district is so fortunate as to secure the services of one of the good principals I shall most heartily approve of his employment.

There can be no doubt but that the efficiency of the teaching force is improving each year. This evolution is not so marked now as it was during the first year under American school administration, when such radical changes had to be made, but it is nevertheless going on so rapidly that I think we can soon have our schools up to the standard of some of the States. The poorest teachers are being dropped out each year, young people are entering the service who are willing and anxious to learn our methods and follow the suggestions of the superintendents, the parents are becoming more and more familiar with our methods, and particularly with our great desire to educate their children, though their own complete ignorance of school matters and frequent inability to even read or write makes the creation of a community interest quite difficult.

The most potent factor in improving the teachers is free criticism from the supervisors. It would be very unjust indeed to report a teacher as unsatisfactory when he is doing conscientious work and securing good results. It is just as unfair to the department to make a favorable report on the work of a teacher who does not have a school that is accomplishing satisfactory results.

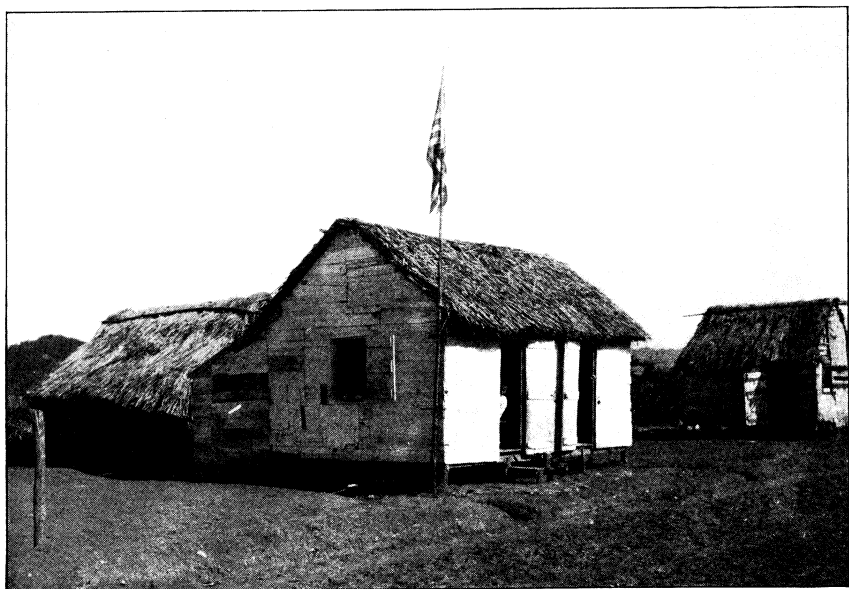
Some weeks ago in its correspondence from a certain town, not in this district, an important newspaper stated that the teachers intended to seek employment in some other district next year because they did not like the superintendent. Up to this year the town in question belonged to a very large district, and owing to the rare and hasty visits of the supervisor the teachers' work had not been thoroughly criticised, and now that the schools are visited each month and their actual condition is described on the reports the teachers are offended and desire to move to some district where the superintendent will not do what he is paid for; that is, tell the department the true condition of the schools. Probably there is no district where these teachers would not be offended, but, judging from the conversations of teachers who have served under different supervisors and from the variety of opinions expressed at the supervisors' conferences, I think that there is a greater diversity of methods of supervision than is warranted by the size of the island, the authority which the commissioner can exercise over his representatives, and the fact that we are all working under the same laws and receive the same instructions from the department. The former commissioner believed that a field deputy should be sent over the island to take up the problems of moment with the supervisors. At present all of the officers of the department have so much office work to do that they can not get out into the island unless called by some special matter requiring their attention. If arrangements could be made to have the general superintendent constantly traveling over the island, consulting with the superintendents and seeing them at their work, visiting the schools with the district superintendents, and attending school-board meetings, much good could be accomplished, particularly in the way of making our work more uniform. If he were only to find fault, he would be unwelcome, but, coming in the right spirit, this officer could be of great assistance to the superintendents, carrying the good ideas of one man into the other districts, calling our attention to improvements in methods of supervision which would result in greater efficiency, and in general explaining the plans of the department to the school boards, teachers, and superintendents.

During the past school year the schools of this district have been well supplied with books and material. Owing to the careful estimate made by the former supervisor the supplies have almost all been just about sufficient to last out the school year and very few books have been needed in addition to those asked for by him. An overestimate was made in the number of some books needed, and there are a number of new "Pasos en Castellano," "Geografías," "Libro I y II," and "Historias" on hand.

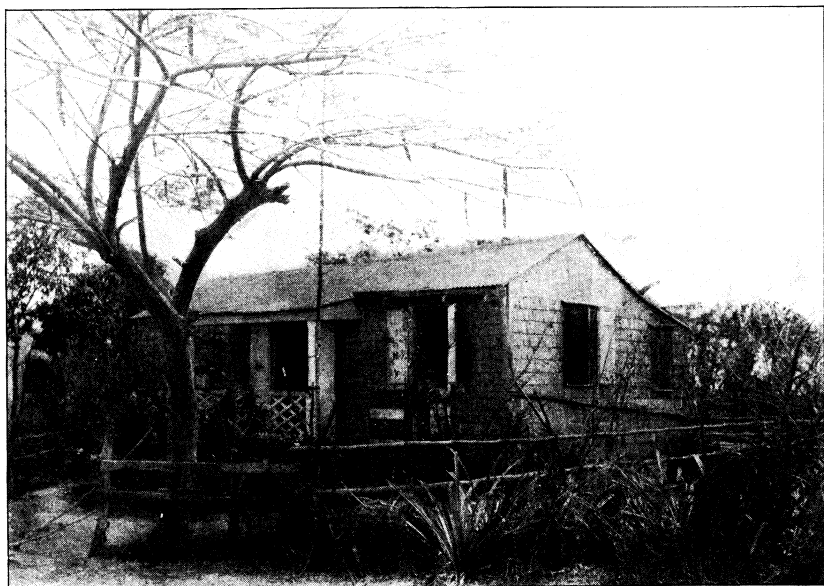
The teachers I find are more careful in the use of supplies than formerly and can be trusted to ask for what they will need each quarter in advance. Before this year it was necessary for the supervisor to make an estimate of what each teacher needed every time he asked for supplies, as the teacher himself would generally request "as much as could be spared."

The improvement in buildings and equipment is going on constantly, but up to the present year, as the department has almost always been disposed to establish a new school whenever a board requested it and furnished a house, the chief aim has been to increase the number of schools, although those already open were not in very satisfactory quarters and did not have the best furniture obtainable. As there are to be very few new schools opened next year and the commissioner has requested that special attention be given to this matter, during the summer months the superintendents will be able to devote most of their time to the improvement of the quarters used for school purposes and the furniture, with the result that all the schools should be opened in October in satisfactory buildings with sufficient furniture. I have requested each school board in this district to name one of its members who will accompany me on a visit to all of the buildings now used for schools for the purpose of requiring the owner to make any needed repairs before a new contract is made for the coming year. We shall also recommend to the board the construction of such furniture as is needed.

During the past year all of the towns have made some improvement in the way of new furniture. In Santa Isabel particularly the new school board, presided over by Mr. J. B. Hitche, has taken great interest in fitting out the schools and opening new ones. This board has always followed the suggestions of the superintendent and has acquired 150 new American patent desks for the town schools, in addition to opening and equipping fairly well four new rural schools and buying new sanitary filters for all the schools. The board still has a surplus at the end of the school year, even after having almost doubled the number of schools in the jurisdiction and greatly improved the equipment in those already established. This has been brought about by careful management and the amount on hand will be used in fully fitting out the schools before they are opened in the fall.



AGUIRRE RURAL SCHOOL, GUAYAMA.



YAUCO RURAL SCHOOL.



Santa Isabel is a small town, with about 5,000 inhabitants in the jurisdiction, but with a comparatively high assessment, as the property is in the hands of a few large owners of stock and sugar farms. Within a few years the school board should be able to own all of the buildings needed for schools in the municipality. In this connection I will say that, in view of the refusal of the town authorities to agree to pay the department in five years one-half the value of a modern brick structure for the use of the town schools, the board has decided to make this offer to the commissioner. Several of the buildings now used for rural schools in Santa Isabel are unsatisfactory, and will be enlarged or new ones secured for next year.

The Coamo board has also managed its funds well during the past year, though much improvement here is impossible, because the large number of schools open in the municipality requires almost all the funds at the board's disposal. Then, too, Coamo has been improving its school equipment for the past four years, while Santa Isabel practically began this year. The four newly established rural schools here have been fitted out with a sufficient number of benches to seat all the pupils and enough long desks for about one-half of them. All of the town schools here have American patent furniture. The board intends to put up a suitable fence around the Franklin Graded School during the coming summer vacation. The department will very shortly build a new rural school on the military road at "Los Llanos," and the furniture in the present school at that place will be available for some other school. The Coamo board has placed sanitary filters in all the graded schools and in those rural schools whose water supply is not good.

The buildings used for school purposes in Coamo are better than those in either of the other towns, although the rent paid here for rural buildings is but \$4 a month, while in Juana Diaz and Santa Isabel \$6 is paid. There is only one unsatisfactory building in use in the jurisdiction of Coamo, and there is not a better one in the neighborhood where it is situated.

Juana Diaz should have one of the best-equipped school plants on the island, but owing to the apathy of the people in general and the lack of interest and mismanagement of several school boards, the town has comparatively few schools and they are not well equipped. In inhabitants and assessed valuation Juana Diaz is about twice the size of Coamo, and the latter town has six more schools than the former and the schools of Coamo contain much better furniture. Luckily the school board elected last fall in Juana Diaz is now out of office. At the first meeting the secretary was assigned a salary of \$12 a month in addition to office expenses. The newly appointed board has been organized and will probably do much for the improvement of the schools there. For the coming year 25 per cent of the municipal revenues and one-tenth per cent school tax has been assigned by the council for the use of the school board. The board has made a contract with the department under which \$1,600 a year will be paid to the latter for five years to reimburse it in the sum of \$8,000 on the new six-room brick building to be erected soon in the town. This sum represents two-thirds of the value of the building. With the present modern two-room structure and this new building Juana Diaz will have eight graded schools in excellent quarters next fall. With the cooperation of the new board I hope that we can place Juana Diaz in the front rank next year, with its schools as well equipped and as well housed as those of any town on the island.

The graded schools in the district are operating under a system similar to that in use in many American cities. Each year is divided into two grades, A and B, each representing four and one-half months' work. The beginners enter the 1 B, from there passing to the 1 A, then to the 2 B, 2 A, 3 B, etc. We have examinations in the middle of the school year and in June, with questions sent out from this office, oral for the first-year pupils and written for the succeeding grades. The teachers form the board for marking the papers, but no teacher can mark the papers of his own pupils. The average obtained in all the subjects and the averages throughout the year on the pupil's monthly report slips are taken into consideration in the promotion of the pupils.

Much has been accomplished in the grading of our town schools, but there is still much to do. Pupils enter the schools of one district from those of another and find that the work of the same grade is very different in the two towns. Just recently we have had cases of seventh-grade pupils from another district entering the fourth grade in Santa Isabel, fifth-grade pupils entering the third in Coamo, etc. I have no doubt that all the superintendents have had much the same experience.

There is another serious matter to be considered in the grading of our schools. Only too frequently pupils of the first and second grades have been attending school long enough to be in the third, fourth, or fifth grade. For some reason that I can not explain, unless it is a heritage from the old Spanish system, the teachers and the people in general have the idea that the poorest teachers, and particularly those

with the least education, are placed in the lowest grades. One teacher whom I thought exceptionally good with small children was given a first grade and talked of resigning because his professional reputation was injured in transferring him from a second to a first grade. It is my intention to be more particular in the placing of the teachers in the different grades in the future, and special care is needed to select proper teachers for the first grade who can prepare beginners in one year for the second-grade work.

In connection with the pupil's work, attention is called to the difficulty of securing neat written work. The teacher only requires the proper answer; it makes no difference, generally, how a problem in arithmetic is solved, just so the answer is correct. As a rule the only time any attention is paid to the neatness of the writing is during the class in penmanship. To somewhat overcome this difficulty, I have required the extensive use of composition books, in which almost all written work is done from the second grade up. On the visits, the daily work of each pupil can be readily examined by the superintendent. The teachers have always been supposed to correct the written work of their pupils, but very few ever did it when this work could be avoided. A point is now made at the time of each visit of looking over the composition books, which contain work in all subjects, and the neatness of the work, improvement being made, and the corrections made by the teacher, can all be readily determined. When the daily work is all done on separate sheets which are carried home by the pupils, it is quite difficult to find out just what is being done from day to day. During the past year much attention has been given to the position of the pupils in writing and considerable improvement has been made.

Each teacher is required to prepare, out of school hours, a diagram of the work that is to be done in his school in each subject during the day. At first the teachers objected to this extra work, but it has been insisted upon and is now a part of their regular routine work, and, of course, much valuable time is gained when the teacher knows what he is going to do in each period and does not have to lose class time in getting ready for the recitation or preparing work for the class that is not reciting. A few teachers do this work in a way which shows no real preparation on their part, and some have been found doing it during the drawing and English periods.

In this district there are very few private schools—in fact, only one organized school of this character. This is the Catholic sisters school in Coamo, which has an enrollment of about 60 girls, almost all quite young. Although the teachers are Spanish and the school is supported by those who are not friendly to our system, the good effects produced by our well-equipped schools are apparent in this institution, where much better furniture is in use than that found in the town schools under the Spanish Government. In Juana Diaz there are two or three small schools, attended almost exclusively by children under school age, whose parents do not want them around their homes during the day.

While many more schools could be filled in each municipal district, Coamo and Santa Isabel can only present a few isolated cases of barrios in great need of schools, while Juana Diaz could easily double the number of schools now open in the municipality and fill the enrollment of the new schools at once. When there were but two graded schools open in Coamo it was thought that four would be sufficient, and now that there are eight schools in town with full enrollments we can appreciate the fact that two more could be filled at once were they opened. Santa Isabel had two graded schools last year, and the four that are now open there are full. An increase of one more graded school would be sufficient for the coming year. Juana Diaz has but six graded schools, and apparently there are as many children on the streets as in the schools. There should be at least ten schools in the town, though it would probably be necessary to apply the compulsory-education law to fill them, as the people there show but little disposition to educate their children. That is why there are not more schools in the town now.

In the number of rural schools in the different towns about the same condition prevails. Coamo, which has 10 barrios and a rural population of about 12,000, has 16 rural schools. Santa Isabel, with 6 barrios and 4,000 rural population, has 5 rural schools, and Juana Diaz, with 21 barrios and a rural population exceeding 25,000, has but 12 rural schools. In one barrio of the last-named town, Collores, there are enough children of school age to fill 11 schools, and four or five could be filled at once were they opened. In Villalba, another barrio of Juana Diaz, the same condition prevails, except that here there is a village containing its church, cemetery, police station, etc., and only one rural school, opened in March. Villalba had its water-works, electric-light plant, are lights, and telephone before the hurricane, and there is not a single thatched-roof house in the village. It never did have sufficient schools, and I recommend that two graded teachers be placed there next year. The village is as important as some others containing graded groups.



Nothing can be added by me to the opinions expressed in former annual reports about the American teachers of English. Some of them do excellent work under the circumstances, and the number of pupils who can carry on a conversation in English is constantly, though slowly, increasing. The difficulties in the way of these teachers from the North are many, and I think that no astonishing progress is being made. More inducements to have the old American teachers return to the island are necessary, and the provision of paying their traveling expenses in case an examination in Spanish and English is passed is a long stride in the proper direction. It is also quite desirable that the good teachers remain in the same town for two or more years.

The English classes for the native teachers, followed by an examination on the work covered, should have been started three or four years ago and now the teachers would have a very fair knowledge of English, just as they will have within a very few years if these classes and examinations are continued each year with increased importance attached to the results obtained in the latter and a full attendance required at the former.

Many of the changes contained in the new school laws will not be fully understood until they have been in force some time. On the whole, the position of the school superintendents is strengthened. Regarding the change of title from supervisor to superintendent, at the last conference when this matter was discussed, it was the consensus of opinion, I believe, that there was necessity of changing the Spanish "inspector," as the title was applied to such a diversity of officials and employees, notably the municipal sanitary "inspectores," and it was decided that superintendent was so similar to the Spanish "superintendente" that it would be readily taken up by the Porto Ricans and we would cease to be, in their minds, "inspectores." In spite of the fact that we are referred to in the English text of the new laws as "superintendents," the translator managed to twist this back into the old and much-abused "inspector."

Some members of the local boards complain that their only unlimited right up to the present time to spend the school funds as they saw fit has been taken away from them by the new law, and the necessity of the boards does not exist. The Coamo board has resigned in a body because of a misinterpretation of the new law. These complaints can be answered with the statement that section 21 puts a great amount of additional work on the commissioner's office, and this labor is only assumed by the department because the mismanagement of many school boards has been such as to require a strict regulation of their financial operations, and the law had to include the good as well as the mismanaged boards. They are also told that a board that manages the funds at its disposal honestly and on business principles will never have a budget changed or come in conflict with the department in any way.

Regarding the filling of vacancies on the local boards, the law requires that the new appointee belong to the same political party as his predecessor, and I hope that the old custom of the department of consulting the politicians, local committees, etc., will not be followed in the future. The best interests of the schools require, I think, that the superintendents select the men best fitted for the vacancies of the school boards, and if politics must be taken into consideration, I earnestly request that we be allowed to submit the names of the best men available who belong to the same political party as the former incumbents.

The classification of the teachers for the purpose of compensation and also the age and experience restrictions are wise measures which will have a decided influence in improving the teaching force. I had hoped that the classification would be made of all the teachers this year as the case is so often presented of teachers with the same certificates doing such different work that it seems too bad that the one giving excellent results can not be rewarded and the poor one can not be made to suffer a reduction in salary for his lack of interest or poor ability. The minimum age limit was certainly necessary, as there is one child teaching a rural school here whose pupils are older than their teacher and most of them are taller than he.

The article regulating corporal punishment will do away with the present cruel practice of some teachers who use their rulers on the pupils' heads and their fingers on the latter's ears. The plan outlined in the law has been in operation in the graded schools of Juan Diaz and Santa Isabel for some months, and the teachers report excellent discipline resulting from a knowledge on the part of the pupils that they can be punished. As a rule, the necessity of applying punishment is limited to a very few cases in the year. I have required the teacher always to inform the parents of the misbehavior of a pupil before finally resorting to corporal punishment. The common punishment is to require the offending pupils to remain some time after dismissal in the afternoon, and for this purpose the teachers are assigned, one each afternoon of the week, to remain with those pupils who deserve punishment in all the town schools.

While at no time during the school year is there a scarcity of work for the superintendents, the closing two months of this year, and particularly June, have seen us completely overcrowded with examinations, special reports, extra work with the school boards in making out the budgets for the coming year and electing the teachers, preparation of questions for the pupils examinations, and arranging for the closing of the schools, and collection of the books and material. It has been almost impossible to do any visiting of schools for the past month, and I am afraid that some of the teachers will have taken advantage of this condition. If possible to do so, it would be well to hold the examinations for teachers' certificates and for scholarships in the normal school in July instead of June in the future.

In conclusion, I wish to thank the commissioner and the other officers of the department for the courteous manner in which these gentlemen always treat the superintendents, and for the frank and energetic support given us in our work. I hope that another year will see matters so arranged that we can have you out here with us in our good schools to assist in making them better, and accompanying us over the rough mountain trails to some schools that are not so good, perhaps, but will be with God's help and yours.

Respectfully submitted.

S. W. ECKMAN,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

#### SCHOOL DISTRICT NO. 9.

PONCE, P. R., *June 12, 1903.*

SIR: I have the honor to submit my third annual report on the public school work of this district.

The month of September found the district of Ponce without a school board, due to the resignation of one member and the absence of another. Teachers had not been assigned and buildings were unprepared. In barrios and towns where changes were found expedient buildings were to be rented. An appointment was finally made, but so late that we were compelled to open the schools in a hurried and unsatisfactory manner. In some places the renting of a building was left to the comisario, who not infrequently had little idea of the needs of a modern school. As a natural consequence some of our schools are poorly housed. The annexation of the municipalities of Penuelas and Guyanilla to that of Ponce brought into the district a number of disorganized schools. In Penuelas boys and girls had been taught in separate schools and the prevailing idea was that it could not be done successfully in any other way. The question was somewhat simplified by the fact that no lady teacher had been assigned to the town. Explicit instructions were given with regard to the grading and the teachers proceeded to organize the classes regardless of sex. No formal complaint was made and coeducation is now the accepted order. In Guayanilla the schools were better graded, though there was little harmony between the work of the different grades. In both towns the schools have incommensurate quarters of about half the capacity needed. Penuelas has one building of two rooms erected by the department, but this is outside the town where no building can be rented for the other grade, which occupies a building in the town that is poorly adapted to its needs.

In the graded schools of the city the grade cards issued at the close of the past year greatly accelerated the work of enrolling pupils and the class work was soon in progress. In the Cantera, where the erection of a building has been in projection for some months, small houses were rented and the number of rooms that we expected the school to occupy in the new building were opened in order to avoid the work of regrading when the building should be completed. The building is still in projection, and great credit is due the principal and his earnest corps of teachers for the efficient work accomplished under very trying conditions.

The kindergarten was organized with 60 children in care of two teachers. The conditions of this school were greatly improved. A new building, with large well-lighted and well-ventilated rooms, and having a large garden, was rented and occupied at the beginning of the year. One class works in the garden during the first half hour each morning, and a practical knowledge of seed life has been gained. Last year the teaching was of necessity confined to the schoolroom, and games, drawing, modeling, and paper cutting and pasting were the principal occupations given. In the early part of the year the work was greatly retarded by the lack of proper mate-

rials. In every other branch of the work the department has been generous and abundant supplies have been issued.

The McKinley Rural School is the only agricultural school in the district, and considering the long drouths to which Ponce is subject, this is fortunate for the finances of the board. Early in the year it became apparent that if this school was to give any results it must have some means for irrigating. After considerable delay a well with a force pump and an elevated tank was completed at a cost of \$287. Since that the garden has begun to show signs of life, and a lawn has been started in front of the building. The most crying need of the school at present is a fence that will be proof against nocturnal visitors. The proximity of two rural schools enables us to have a class of large boys and girls for this school, and first primary work is eliminated.

At the close of the last school year the department had agreed to fit up a room in the Porto Rican Benevolent Society Industrial School building and establish a school for the benefit of that institution. The school was opened early in July, practically as two schools, as one class of 40 children was taught in the morning and another of the same number in the afternoon. An English teacher was appointed to this position and continued the work until the last of March. Since that time the school has been in charge of a graded teacher. The progress made in this school has been good, considering the constant change of pupils, according to the register kept by the society. Very few of the pupils enrolled were able to read or write, and now a number of the older ones are completing second-grade work.

The forty-three rural schools allotted to the district are inadequate to supply all the barrios of the present municipality. The former municipality had but one barrio without a school, and that has been supplied this year. With the addition of Guayanilla and Peñuelas it has now thirteen barrios without schools, though the number of schools in these sections has been increased. Schools have been opened in two barrios that had been without instruction for forty years, and in one which now for the first time rejoices in a means for educating its children.

Because of the lack of teachers sixteen schools remained closed until after the special examinations of February, when all vacancies were filled. Great credit is due some of these young teachers for the earnest way in which they have taken up their duties in mountain districts where conditions are very different from those to which they have been accustomed.

Many of the barrios of this district are of sufficient size to warrant the installation of three and sometimes four schools. As a result a majority of these schools are overcrowded, and some serious discussions have arisen as to the location of those in certain barrios. At one school building 120 children reported at 8 o'clock on the morning for opening. In all cases where there has been an excess of applications on the first day, the older children have been admitted.

The three night schools of the previous year were reopened at the beginning of the term, but the number of applicants was so great that the board decided to open an additional three in another part of the city. The hour for opening the classes was announced in the afternoon papers, and at 7.15 that evening 125 applicants presented themselves. As the seating capacity of the schools is only 86, preference was given to the older applicants. One of the three teachers employed in each building is an English teacher, who divides the time equally among the three class rooms. The same plan is used in giving instruction in other subjects, each teacher doing visiting work.

About the same time in the year a rural night school was opened in the barrio of Quebradas near Guayanilla. First, second, and third grade work was carried on very successfully for a short time, when work was begun on the plantations and many of the pupils ceased to attend, giving as an excuse that their day's work was finished late and that they were too tired, or found the distance too great. There are few rural districts where a sufficient number of people live near enough to the school to insure a satisfactory attendance, and I would respectfully recommend that night schools be confined to the cities or towns for the present.

Another night school that has been in operation only a part of the year is the school of stenography and typewriting. This school was organized with a class of sixteen pupils—twice the number of machines issued to the school. The pupils were deeply interested in their work and made excellent progress, but the teacher became ill in January, and immediately after his return in February the department found it necessary to suspend him indefinitely. As no other teacher of Spanish stenography was available, the school has remained closed.

Four occasions have marked the year with especial interest. The first was the observance of Arbor Day, in which one thousand school children took part. The exercises were held on the new school property where the industrial school building is

in course of construction. The programme suggested by the department was carried out, and one pupil from each of the graded schools of the city, with the assistance of the agricultural teacher, planted the first Arbor Day tree of the public schools.

The second was the event of the laying of the corner stone of this industrial school building by Miss Roosevelt. The address of the governor to the children and people assembled made the occasion doubly memorable.

The third was the educational conference given by the commissioner of education, assisted by Dr. De Giarmo and Dr. Devine, together with the secretary of the department and the general supervisor. This was an occasion of great interest, not only to the teachers, but to the general public, and was well attended.

The fourth was the celebration of Washington's Birthday with an entertainment given in the theater by the school children, with the twofold object of paying tribute to the memory of Washington and of securing a fund with which to purchase a school library. In this laudable enterprise the schools had the hearty good will and co-operation of the people of the city. The use of the theater with its lights was given, as were also street cars for the transportation of the Playa school, while the merchants loaned articles needed for drills, and the board paid the expenses that were unavoidable; \$175.80 was realized from the sale of seats. This sum, with the exception of a few dollars necessary for the preparation of a room for the library, has been invested in books in both English and Spanish that will be a pleasure and a profit to young readers. A few volumes for the use of teachers have been included. A committee composed of teachers and the superintendent has charge of the management of the library, and one of the older pupils will act as librarian.

A special feature of the work of this year has been the monthly teachers' conferences. All teachers, with the exception of those of Guayanilla and Peñuelas, were required to attend, and a record of the attendance, together with the minutes of each meeting, has been kept by the secretary. In holding these conferences the object has been to make them of practical help to the teachers. Defects noted in various schools at the time of the supervisor's visits have been commented upon and remedies pointed out. Difficulties encountered by teachers in the management of their schools and in the making of reports have been discussed and instructions of the department explained. General plans of work have been presented, and teachers have been encouraged to tell what plan could best be utilized in their respective schools.

The close of the past year beheld the first uniform examination throughout the district. During the present year closer attention has been given to the course of study, and an effort has been made to keep the work of each class within its proper scope. It is to be regretted that some teachers permit their liking for some particular subject to carry them beyond the limit of the year's work to the detriment of the instruction in other subjects. Most frequently does this occur in the teaching of numbers in the first and second primary grades. In a measure this would be remedied by increasing the amount of number work assigned for the first year, as the average child is capable of accomplishing the work laid out for him in less than nine months.

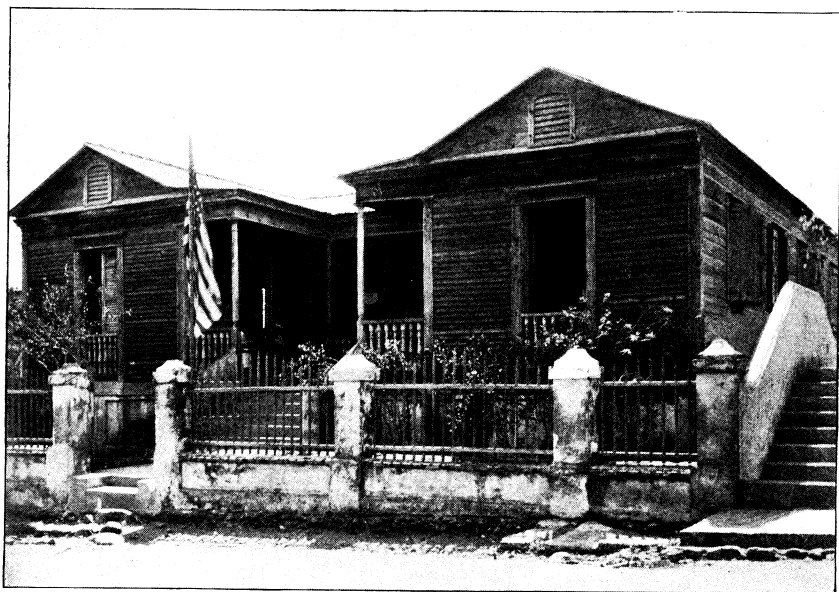
Not only has the grading been improved, but the standard of work in each grade has been raised. In the rural schools teachers are inclined to neglect the first grade in their efforts to advance those who are already started along the road of learning, forgetting that the first grade of this year should be the second of next.

Great material improvements have been made in the condition of the schools. The board has attended carefully the interests of the schools, and wherever possible has obliged property owners to improve the school buildings and grounds. It has expended \$1,378.57 in furniture alone, besides supplying schools with many small but necessary articles.

The increase in schools has brought its corresponding increase in pupils, and it is gratifying to note that the average daily per cent of attendance for the first seven months is 91.77, while that of last year for the same time was 84.26.

It may be of interest to note that the number of children having educational advantages in various institutions of learning is as follows:

|                                      |          |
|--------------------------------------|----------|
| Public schools .....                 | 3, 457   |
| High and graded school .....         | 366      |
|                                      | — 3, 823 |
| Seven private schools in Ponce ..... | 540      |
| One private school in Penuelas ..... | 8        |
|                                      | — 548    |
| Total .....                          | 4, 371   |



SABANA GRANDE GRADED SCHOOL.



GUANICA RURAL SCHOOL.



The approximate number of children of school age is 7,715, which leaves 3,344 without school privileges of any kind. Of these at least 1,200 have made application for enrollment. May the day soon come when no Porto Rican child who asks for knowledge need be denied.

Respectfully submitted.

JEAN L. ANKROM,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

#### SCHOOL DISTRICT No. 10.

YAUCO, P. R., *June 15, 1903.*

SIR: I have the honor to transmit to you herewith my report for the fiscal year 1902-3.

Previous to my appointment in July, 1902, as supervisor of schools for the district of Yauco I served as principal of the graded schools in the town of that name. At that time the district was composed of four municipalities, viz, Yauco, Sabana Grande, Guayanilla, and Penuelas, whose total population, according to the census of Porto Rico for the year 1899, was 59,348. By act of the legislature of Porto Rico of that year the towns of Guayanilla and Penuelas were associated with the municipality of Ponce, which placed, by law, the supervision of these schools under the direction of the superintendent of Ponce. In order that the district of Yauco might remain proportionately equal in size to the other school districts it was decided to transfer the supervision of the town of Lajas from the district of San German to that of Yauco. With these changes the population of the district of Yauco was lowered so as to number 46,468 inhabitants.

The headquarters are at Yauco, the extreme eastern point of the district. So peculiar is the geographical form and such the condition of roads that to reach Lajas from Yauco, or to return, it is frequently convenient to pass through the neighboring district of San German. There are 54 schools apportioned among the towns, as follows:

|                     | Principal. | Graded. | English. | Rural. | Agricul-<br>tural. | Total. |
|---------------------|------------|---------|----------|--------|--------------------|--------|
| Yauco .....         | 1          | 11      | 3        | 15     | 0                  | 30     |
| Sabana Grande ..... | 1          | 5       | 1        | 8      | 1                  | 16     |
| Lajas .....         | 0          | 2       | 1        | 8      | 1                  | 12     |
| Total.....          | 2          | 18      | 5        | 31     | 2                  | 58     |

Whenever visiting any of these schools, with the exception of the principal and graded schools at Yauco, the state of the roads makes it convenient to ride horse-back. In this respect, however, there will soon be a change. An insular highway is being constructed between the towns of Yauco and Sabana Grande, and a sum has been appropriated for repairs on the Lajas road. The railroad line from Ponce to Yauco that is being extended to Mayaguez passes along the coast and through the heart of Lajas so that within some months a superintendent in this district will be able to reach his schools in a less monotonous manner and with considerably less bodily fatigue.

The schools of the district were opened Monday, September 29, 1902. By the 1st day of October all the native teachers for the district had been contracted with. This was far more satisfactory than some other districts in which schools were prevented from opening, for want of teachers, until the new year.

The progress made during the year and the conditions of the schools at the present time are, for Porto Rico, highly satisfactory. Hearty cooperation has been given in all parts. School boards have awakened to a living and active interest in the work; parents regard with admiration the advancement made by their children; teachers are enthusiastic, labor intelligently in the schools, and strive at the same time to improve themselves in their profession.

There are now enrolled about 3,000 pupils, as shown by the following table:

|                     | Graded. | Rural. | Agricultural. | Evening. | Total. |
|---------------------|---------|--------|---------------|----------|--------|
| Yauco .....         | 601     | 770    | 0             | 120      | 1,491  |
| Sabana Grande ..... | 276     | 428    | 50            | 67       | 821    |
| Lajas .....         | 143     | 427    | 39            | 30       | 639    |
| Total .....         | 1,020   | 1,625  | 89            | 217      | 2,951  |

It is to be thus observed that there is an average of 50.8 pupils for each school. Still there are less than one-third the schools that are needed in the district. In all the municipalities there are barrios or wards where no school has yet been established, while in those barrios where there are already schools, and in the towns, it is a vain task to attempt to educate all the children. It is regrettable to watch children of school age growing up to manhood in blissful ignorance, but it is lamentable to be forced to inform a parent of a child desirous of an elementary education that there is no vacancy in the school and that it is necessary to wait until a more favorable opportunity be presented. This is the status here after five years of American rule. It is possible to satisfy only a part of those who to-day wish to raise themselves from a chaotic state of ignorance.

The pupils are, as a whole, of a very studious nature. Their application is more intense than that of their northern companions. For the number of years that they have had schooling they show greater interest and make better progress. In the schools of the north home study among pupils of the primary grades is not customary. When their facilities are compared with those of the average Porto Rican child, it is apparent that much less could home study be encouraged here. However, as the child here is wont to play less than pupils in the States, his books become his companions and their study his amusement.

All rural schools have one daily session of five hours—from 8 a. m. to 1 p. m. Formerly there was no regularity of time for the opening and closing of school, so that while some schools began the session at 7 a. m. there were others which did not close until 4 p. m. As no justifiable or weighty reasons were proffered for this, it was decided advisable and convenient for purposes of supervision to have the hours uniform throughout the district. The graded or town schools have two sessions each of three hours, from 8 to 11 a. m. and from 1 to 4 p. m.

In all the schools there are mixed classes. Coeducation is not looked upon with favor by some parents. The case is known of one distinguished citizen whose early education was received abroad, who has stated that he would prefer to slay his daughter rather than have her in a mixed school. As there are no private schools of consequence in the district it results that his daughter's training is limited to that little which her father is able to give her at home. Happily these views are held by very few, and the folly of them is being well proved by the gradual transformation that can be noted to-day in the character of the Porto Rican youth.

The question of schoolhouses for these pupils is a matter of exceeding interest and vital importance. They are of all sorts, varying from the newly constructed, well-lighted, and well-ventilated graded-school building to the small shack with its thatched roofing, and sides and flooring of roughly hewn timbers rudely put together. These latter are not very numerous and are confined to rural schools. They are very unsanitary and unsuitable. Better houses are eagerly sought and hired wherever offered, and it may be said that conditions are improving somewhat, although slowly, in this respect. However, the rural schoolhouse will never be satisfactory until buildings are constructed for this special use throughout the district.

At the beginning of the year there was one modern graded-school building in the district, situated at Yauco. New agricultural rural schools had been erected at Sabana Grande and at Lajas. At the opening of the schools next year there will be three more graded-school buildings ready for occupancy. At Sabana Grande a building of four departments has been about completed; at Guanica, a barrio of Yauco, a similar structure is in process of construction, while at Lajas there is in project the erection of a new schoolhouse of three departments. In all three towns the cost of construction is to be paid in part by the department of education and in part by the respective municipalities.

The present graded building at Lajas is about as poor a schoolhouse as could be desired. In time of rain the roof leaks, affording, thus, little shelter within. Its rooms are small, ill suited to the purpose, the floor is rotten, so much so indeed that it has now reached the danger point. In short, the building possesses no commend-



able feature. My predecessor, in his report of last year, condemned the building, but, in view of the sheer impossibility of securing other quarters, it was put to use during the present year. On June 3 of the present year the ayuntamiento of Lajas agreed to impose a special "school tax," with which it will be enabled to pay its portion of the expenses incurred in the construction of the proposed new structure. With these new buildings the imperative needs are met and the school conditions greatly bettered.

On assuming charge last July it was found that the school boards of Yauco and Lajas were heavily in debt. The Lajas board was hopelessly so. Its members were unable to see any way of extricating themselves from this state, and its credit was so poor that its notes were freely negotiated for one-half of their face value. It resulted that a teacher with whom the board made a contract to pay house rent in the sum of \$6 monthly was receiving actually a piece of negotiable paper worth only half that amount. A merchant would purchase enough of these papers to enable him to receive four, five, or six months later a large part of remittances made on account to the board. The discredit which such business principles would bring was explained to the members, and it was agreed to issue no more vouchers until all outstanding notes had been canceled, and that thereafter no order for the payment of money would be issued without the board having in charge of its treasurer funds sufficient to honor such notes on sight for their face value. Yet even with the most stringent economy the board will have, when the month closes, an indebtedness of approximately \$200.

The Sabana Grande board progresses excellently.

The debts of the Yauco board at the beginning of this school year amounted to almost \$2,000. Parts of this dated as far back as the year 1900. When the books are closed this year there will be an indebtedness of about \$700, which promises to be liquidated completely during the coming year. On the whole the members of the school boards take an encouraging and healthful interest in the schools, doing much to elevate the standard of their schools.

There are only two principal teachers—one at Yauco, the other at Sabana Grande. The former is in charge of 12 graded schools, while the latter, in addition to having the responsibility of the 6 graded schools at Sabana Grande, aids in bringing the rural teachers of that town in constant and close relationship with the superintendent. Both are indefatigable and successful workers, imbued through and through with vigor and enthusiasm.

Generally speaking, the graded teachers give satisfaction. With only four exceptions, each of them has been intrusted to a school composed of pupils of one grade. At Yauco and Sabana Grande there are now the eight grades that constitute the complete common-school system, while at Lajas there are thus far only four grades. These schools are all furnished, equipped, and provided with books in such a way as to make them as nearly similar as possible to the best schools of like character in the States, and every effort is made to have the method of teaching bear the same resemblance. In this the teachers show their good will. They are making every effort to acquire a better knowledge of the elementary subjects, to study modern pedagogical theory, and to develop a method entirely different from the shackled form of old.

The rural teachers are undoubtedly the teachers whose work is most difficult and who must needs display more skill and energy than the graded teachers, if highly fruitful results are to be attained. Besides being deprived frequently of the conveniences of a large, commodious, and well-regulated building, it must be added that the rural teacher is required to prepare daily class work of two or three distinct grades. For the rural school there is no special teacher of English as in the graded school, so that the necessary preparation of work by a conscientious and ambitious rural teacher demands much more time outside of regular school hours than is exacted of the graded teacher. The results obtained by the rural class of teachers is commendable. With four or five exceptions they bend to the task enthusiastically, energetically, and intelligently. Many rural schools have flower gardens cultivated by the teachers and pupils, which make the schools have a cheerful appearance. It is expected that next year all rural schools will have their little flower gardens.

There are two agricultural rural schools—one at Sabana Grande in charge of a continental, the other at Lajas in charge of a native. The buildings are both new and the schools furnished with modern furniture and a good equipment of tools and machinery for outdoor work. The pupils are all boys, who possess but slight knowledge of the three Rs. They are interested, industrious, and hard workers.

Not as much was accomplished in a practical way as would be desired or as was anticipated. The long-continued drought in this part of the island has prevented very successful progress in this line. At the Lajas school better results have been attained than at Sabana Grande. There a crop of assorted vegetables was secured in

January and another crop is well under way. Sixty-two per cent of the seeds planted have germinated and grown. Experiments have been made with success in the cultivation of cotton and tobacco. However, had there been a greater abundance of rain it is certain that results would have been many times better. With the continued dry weather vegetable growth has been paralyzed and profitable outdoor work in vain.

The soil at Sabana Grande is much inferior to that at Lajas. Here, too, there has been less rain than at the coast town. Phosphates and guano were used to enrich the soil. The ground was worked and reworked, yet without any appreciable results. If it had rained this year as during the previous year, it is, nevertheless, quite probable that this school would have given excellent proof that the nutritious vegetables of the North could be cultivated here with profit. This school has demonstrated well that in an extended dry season, however suitable be the method employed, an agricultural school not possessing artificial means of irrigation can not give good results.

These schools create much interest and exert a great deal of enthusiasm in the communities. It would be advisable, however, to place in each of these schools a woman rural teacher. By the adoption of such a plan the present instructor could devote his entire time teaching agriculture and nature study in theory and in practice, while the teacher indoors would confine her attention to the regular duties of a rural school. In this way girls, too, might be enrolled with profit in the school.

Of the five teachers of English three are at Yauco, one each at Sabana Grande and Lajas. At Yauco each teacher was in charge of this branch of instruction in four schools, at Sabana Grande the teacher in charge had six schools, and at Lajas three schools were taught by the instructor. They are to be commended for their generous efforts to implant more firmly the English language in the Porto Rican home. They have labored patriotically and untiringly. The progress made by the pupils would appear incredible. They seem to enjoy the study so much and the native instructor cooperates with such zeal that it forebodes the day distant, though surely to arrive, when English will be the common tongue.

As in other districts, English classes were given three times weekly to the native teachers. The American teachers lent themselves to this work with fervor to which the native teachers responded with an application that was marvelous. Not content with these classes many made arrangements also for private lessons. In April a uniform examination was held in the language for all the native teachers of the island. Out of nineteen school districts the laurel of highest excellence was won by the teachers of this district. Only one teacher of the entire district failed to present himself. Only one of those examined failed to secure more than 50 per cent. Two prizes and one honorable mention were awarded to the district. The average of the district, as such, was higher than that obtained by any of the eighteen other school districts of the island. A most significant climax to show what has been accomplished in the teaching and learning of English.

Six evening schools were established this year as contrasted with one the year previous. Three of these were at Yauco, two at Sabana Grande, and one at Lajas. These schools are open to those of all ages who are unable to attend the day school. With the exception of the Lajas school all are well attended and an immense amount of good is accomplished. The instruction consists of the teaching of reading, writing, arithmetic, and English. The work of the teachers of these schools is exceedingly trying, tedious, and tiresome, and their services merit higher remuneration than that at present received.

Thanksgiving, Christmas, Washington's and Lincoln's birthdays, Arbor, Memorial, and Flag days have been observed with appropriate school exercises. The Porto Rican has an innate fondness for ostentatious and gorgeous display. This instinct was turned on two occasions to good purpose. On December 5, the day proclaimed for the observation of Arbor Day in Porto Rico, there was a civic parade at Yauco, in which the school children were the principal feature. Some 1,100 pupils were in line, each school carrying, besides the national flag, a standard bearing the name of the school and the barrio or town in which it is located. Some of these standards were very valuable and handsomely made, exhibitions of the skill with which the Porto Ricans can embroider. On that day nearly 500 trees were planted. Although the subsequent dryness made it impossible for the plants and trees to take root, the object lesson had its effect so that, undoubtedly, during the next few years many thousands of fruit-bearing and shade trees will be planted along highways and lanes which heretofore have been unprotected from the hot rays of the tropical sun.

In addition to a civic procession in honor of the memory of Washington an entertainment was given by the school children hugely successful and full of interest. Historical and geographical tableaux were presented, treating the life and growth of

the nation from its infancy to the present day. It was entirely the product of the genius of the teachers here, and elicited praise from various sources.

Eight pedagogical conferences have been held in the district during the year. These conferences were quite similar to those held at Yauco last year for the graded teachers of that town, with the sole exception that in these all the teachers of the district took part. When one has ever pictured before him the difficulties of travel, he must persuade himself to believe that the Porto Rican teacher is truly enthusiastic in his work when teachers come from the remotest parts of the district to participate in the discussion. These conferences have taken place in all three towns of the district. To attend a conference held at Yauco, Lajas teachers have started on horseback—condition of roads prohibits the use of coaches—at 2 a. m. on the day of the conference, and Yauco teachers leaving Lajas at the close of the conference there have reached their homes as late as midnight.

The instructors have enjoyed these meetings immensely. It had a grand social advantage in making the relationship between them tighter and deeper, and all felt benefited as a result of free and frank exchange of impressions. The themes treated have been, with few exceptions, most practical. No attempt was made to philosophize on educational theory. Subjects of practical importance, difficulties which are liable to present themselves in the daily routine work of the country or town teachers, were brought up, considered, and disposed of. The success of these conferences assures their continuance another year on a more extensive plan.

Apart from these, two pedagogical conferences were held at Yauco, March 28, for the teachers of the district, under the direction of Dr. S. M. Lindsay, assisted by eminent pedagogues of the North. These conferences were educational treats long to be remembered by the teachers. The interest in them demonstrates well the advisability of holding them with greater frequency, and suggests also the profitableness of the introduction of a system of free lectures through the different towns of the island. The people of Porto Rico would enjoy such lectures. It is certain that the arrival at the island from time to time of an orator who could discourse interestingly upon social and economic problems of moment to the Porto Rican and to the country at large, would aid most assuredly in a remarkable degree the onward march which now marks the educational progress.

Respectfully submitted.

FRANCIS LYNCH,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

#### SCHOOL DISTRICT NO. 11.

SAN GERMAN, P. R., *June 30, 1903.*

SIR: The writer took charge of this district September 1, 1902, having been transferred from the district of Arecibo. As this was within a month of the beginning of the school year, I immediately occupied myself in preparing for the opening of the schools. My first care was the matter of school buildings. In San German the graded schools are well housed in two large buildings. Many of the rural school buildings lack much to be desired, although in most cases better houses can not be secured.

The Cubo Rajo graded schools were located in an old building lacking every condition necessary for school purposes. This state of affairs has been remedied recently by the construction of a fine four-room school building, half the cost of which is paid by the municipality, and half from the insular funds. Many of the rural schools in both Cubo Rajo and Mariscao are badly housed. We hope to do something toward remedying this during the coming year by increasing the rate of house rent for rural school buildings.

All of the graded schools of the district are well equipped with patent desks, sufficient blackboard space, etc. The rural schools, with very few exceptions, are poorly supplied with furniture, and what they have is of very inferior quality. Ample provision is being made in the budgets for next year for providing all schools with a full complement of furniture, blackboards, filters, and other necessities.

Due to the elections of last November there has been a change in the personnel of all the school boards. The boards of San German, both new and old, deserve credit for their orderly and intelligent administration. The boards of Cubo Rajo and Mariscao have been greatly crippled by lack of funds, but at the date of writing all their accounts have been paid to date, and both towns will conclude the year with a large surplus.

The provisions of the new school law requiring a strict accounting of the receipts and expenditures of the boards will undoubtedly work considerable improvement in the administration of school funds.

On the whole, the work of the teachers has been quite satisfactory. Many of them are young and inexperienced, but with rare exceptions they are energetic and eager to improve themselves. Nearly all of the younger teachers of San German have obtained their certificates while studying in the public schools of the town and from this home product nearly all vacancies are filled.

The teachers have devoted themselves to the study of English this year as never before. This is in great part due to the yearly examination in this language. The triweekly teachers' classes, under the direction of American teachers, were well attended, some of the rural teachers making real sacrifices to attend regularly. The work in these classes was marked from the beginning by careful, conscientious study, and the fact that the district took second place among the districts of the island in the English examination has been a reward and encouragement to all. The work in English among the pupils of the schools, where in charge of capable American teachers, has been very satisfactory. Some of the work done by the sixth and seventh grades is of a high order.

There is only one evening school in the district, that in San German. It has given fairly satisfactory results. The greatest difficulty encountered is irregular attendance. At the beginning of the year there was a heavy enrollment, and as soon as the novelty wore off about half the pupils ceased to attend.

The teacher of the agricultural school of Cubo Rajo has done very well, considering the difficulties with which he has had to contend. The school has had practically no local support, and some difficulty was encountered in getting the local board to fence the lot and have the ground ploughed. The extreme drought this year killed nearly all the plants, although some experiments in tobacco culture turned out very well. The children of the school seem to take considerable interest in the work.

There are two private schools in San German, one of which has a fair attendance of small children. Besides this no educational work is being done in the district except that of the public schools. These, in order to accommodate the entire school population of the district, should be at least trebled in number.

Respectfully submitted.

R. R. LUTZ,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

#### SCHOOL DISTRICT No. 12.

MAYAGUEZ, P. R., *June 30, 1903.*

SIR: Complying with instructions received, I have the honor to transmit herewith my annual report for the year 1902-3.

This district has been enlarged by the addition of the municipality of Rincon to that of Añasco, and the creation of an industrial and a high and graded school, making the total number of teachers employed 87, who are at work in 47 school buildings. Of this corps of teachers, 52 are males, and 18 are from the United States.

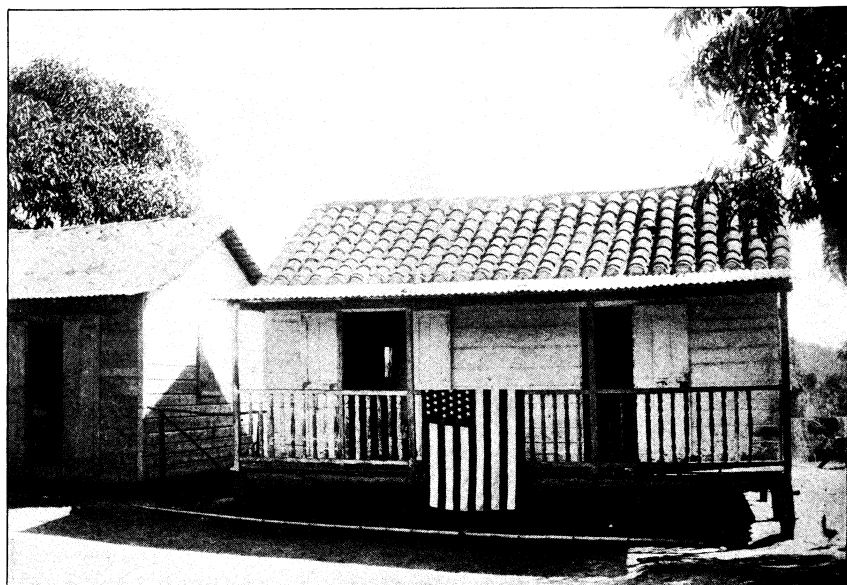
The total number of pupils enrolled is about 3,240, of which number 1,800 are in rural schools, and 650 are in the first and second grades. The schoolhouses and native teachers are, with very few exceptions, the same as were employed here last year. The teachers of English and special teachers are a decided improvement on those previously engaged, and the advancement of the pupils in that language, especially in the high and graded school, is very gratifying. At the close of last year these pupils were under native teachers and received all their instruction in Spanish, while now those of the seventh and eighth grades do all their work in the English language. This transformation speaks volumes for the efficiency and methods of the teachers, and also for the capabilities of the pupils.

A detrimental feature of our work has been caused by a large number of last year's pupils absenting themselves this year, and this has resulted in our having an abnormally large number of pupils in the first and second grades, and has also contributed to complicate the problem of successful classification.

At Mayaguez, owing to an unavoidable decrease in the school budget, we have been seriously inconvenienced in providing adequate school accommodation for all the pupils, and in many cases both teachers and pupils have been working under very



GUANAJIBO RURAL SCHOOL, SAN GERMAN.



SAN GERMAN RURAL SCHOOL.



unfavorable circumstances. These conditions, I am sorry to say, will obtain next year, as there has been a still further decrease in our budget, unless we are fortunate enough to obtain the temporary use of the United States barracks, which are at present empty.

The opening of the industrial school was delayed until the middle of November, and began with a matriculation of 75 pupils, nearly all of whom were taken from the graded schools, and most of them were too young and inexperienced for the work; but as they were the only applicants, we thought it advisable to make a trial with them. The progress made by the majority of these pupils, especially in drawing, sloyd, cookery, and sewing is very gratifying, the more so because we were led to believe that manual work of any kind would be distasteful to them.

Quite the contrary has proved to be the case, the boys and girls having cheerfully and promptly performed the most menial duties assigned to them. Generally speaking, these pupils are backward in their academic work, but this is accounted for when we consider the heterogeneous nature of their attainments on entering and the consequent difficulty of classifying them. We have quite a collection of useful wooden articles made by the boys, and the girls have accumulated an assortment of all kinds of sewing, embroidery, etc., and have acquired such a useful insight into the culinary art—of which I have had agreeable proof—which must in time help to modify present native methods of preparing and cooking food. The stenography and typewriting class, which for a time formed part of the school curriculum, had to be abandoned on the resignation of Mr. C. Newton, as no competent local man was available for the position.

Next year it is the intention of the department of education to increase the faculty of this school and to add agricultural and sick nursing, also to continue the typewriting and stenography class, which will no doubt increase the community interest and will guarantee a successful year's work. Should our hopes with regard to this school be realized, the present building will be quite inadequate, and it might advantageously be transferred to the United States barracks, should we obtain them.

The importance of these industrial schools in Porto Rico can not be overestimated and with an adequate appropriation and efficient management they will in time revolutionize popular sentiment and will prove to be the most potent factor in producing useful and intelligent, industrious, and thoughtful American citizens.

I have often thought that we might to advantage introduce manual training into some of our graded schools to the exclusion or modification of some less important item in the course of study. The future of the island depends upon the children now at school, and I fear that there exists a tendency to overcrowd the market with clerks, lawyers, physicians, school-teachers, etc., many of whom will necessarily be compelled to emigrate to the States or to South America. If in some of our graded schools, by a harmonious combination of manual and industrial training with the academic work, and the presentation to the pupils of other phases of life, we could induce a large portion of them to pursue their studies on industrial lines, I believe we should be laying the foundation of a happy and prosperous future for the island.

I realize that this scheme—even if practicable at all—owing to the increased expenditure that it would necessarily entail, is quite impossible with the present funds at the disposal of the department of education.

The modification of the course of study and the provision of superior text-books have enabled the teachers to accomplish better and more uniform results than was previously possible.

Some of my best teachers inform me that even with a most carefully and economically arranged daily programme they have barely time to touch upon all the subjects required. The provision of a carefully graded text-book (for teachers' use) on nature study, adapted to Porto Rico, would prove of valuable assistance and would be a great economizer of time.

In this connection I wish to emphasize the imperative necessity, on the part of all teachers, of a careful and thorough preparation of all the subjects included in the daily programme. Although great improvement is noticeable in this particular, there are still many who do not give the necessary time and forethought to their work, and who consequently lose valuable time and invariably achieve unsatisfactory results.

Generally speaking, I am glad to record improvement in the work of the teachers, the majority of whom have zealously and faithfully performed their onerous tasks. A commendable feature has been the exhibition of an increased interest in the celebration of special exercises, conferences, etc., which always entail extra work, expense, and sacrifice of time.

The successful teaching of the English language to the natives is still an unsolved problem, and although, as already noted, progress has been made, I have observed that in the lower grades this has been due rather to the natural brightness and

aptness of the pupils than to the excellency of the method employed. I have studied this matter very carefully and am sure that unless the teacher has a fairly good working knowledge of both the English and Spanish languages one of them is necessarily mutilated. The English language (if taught at all) in the first grade should, I think, be memory work pure and simple, and in the other grades carefully selected readers with vocabularies and a liberal supply of dictionaries would prove beneficial. I understand that a uniform method of teaching English will be prescribed shortly by the department of education.

The Añasco Graded School, which was so unsatisfactory last year, has, under the able management of Mr. F. Faria, notably improved and has become a source of pride to the inhabitants. No favorable report can be given of the work at Las Marias and Rincon. With the exception of one graded and four rural schools the work has been unsatisfactory. I attribute the poor results to various causes, chief among which are the lack of cooperation on the part of the parents, extreme poverty, unattractive methods, and lack of initiative on the part of the teachers. It is the intention of the school boards to make a more careful selection of teachers next year and to endeavor to remedy many of the existing defects. In the months of October, November, and December, during the gathering of the coffee crop, the Las Marias schools are nearly empty. The average attendance for those months did not reach 20 pupils per day, and I think it would be a wise disposition on the part of the school board to close the schools during those months until prospects brighten.

The two agricultural schools of this district have proved unsuccessful, and the department has wisely ordered them to be converted into rural schools until local support and larger appropriations guarantee their continuance. Undoubtedly one cause of the failure of these schools is their too close proximity to the towns, causing an influx of pupils who have higher aspirations than those of becoming skilled agricultural laborers. Another misfortune this year was the long drought which made successful agricultural work extremely difficult. I hope it may not be long before these and many more agricultural schools are working under favorable conditions.

The department of education has dealt very generously with us in the matter of new schoolhouses, and I have recently been offered one graded and one rural school for Mayaguez, and one graded each for Las Marias and Añasco. The rural school is in course of construction, but, owing to the pecuniary situation of the municipality, the graded school at Mayaguez can not be constructed for some time to come. I have good reason to expect that the other offers will be converted into realities in the near future. What the acquisition of a modern, well-equipped schoolhouse means in Porto Rico, both to teachers and pupils, can be best described by those fortunate few who are at present privileged to occupy one of them.

Among other signs of improvement I may mention increased activity in the school boards, larger community interest, both in our schools and in education generally, and an increased number of applicants for teachers' certificates. In the various examinations held during the year for teachers' certificates the largest number of successful candidates have been from this district.

We were not very successful in the English examination, ranking tenth among the other districts, which I attribute to the advanced average age of the teachers and also to the fact that many, who evidently had not studied consistently, presented themselves, as they said, "to please the department," and they naturally lowered our general average. However, we secured the first prize and three honorable mentions. That this examination, and the preparation for it, was beneficial to all the teachers, is beyond a doubt, and it seems to me that it would be well to continue these English classes next year, as they prove of mutual benefit to the English and Spanish teachers.

I have on file more than 50 applications for the approaching teachers' examination, and most of the candidates are products of our public schools.

In the recent examination for common school diplomas, twenty-four candidates obtained an average of 75 per cent, and of these the two highest, Miss America Ping and Miss Adela Raninez, obtained an average of 97.38 per cent and 92.43 per cent, respectively, and they have been recommended by the local committee for free scholarships in the insular normal school.

Together with many other needed reforms, I am glad to notice that the new school law (1903) provides for, in addition to twenty-eight free scholarships at the insular normal school, the sending and maintenance of several deserving young people in reputable schools and colleges of the United States; and the fact that the legislature has voted 25 per cent of all the insular funds for school purposes plainly indicates their practical interest in the welfare of the education of the rising generation.

It is estimated that there are in this district over 5,000 children of school age without school facilities, and in order to reduce this number, in view of the fact that no



increase of schools is contemplated, I think it would be advisable, whenever possible, to admit some of these children next year to the existing schools for half session, so that they at least may be taught to read and write.

Of the other local agencies at work to combat the great army of illiterates, I may mention the following: Presbyterian Mission School, Municipal Institute, Roman Catholic School, and Mr. Monge's private school. These have a total enrollment of 170 pupils, and the methods employed in the two former are in harmony with those pursued in our schools, and each of them has developed teachers who are now doing excellent work.

The annual pedagogical conferences under the auspices of the department of education, owing to the simultaneous visit of Miss Alice Roosevelt and party and the consequent local festivities in her honor, were seriously interfered with, and neither the interest nor the attendance that on other occasions had been so abundantly manifested could be accorded them. However, the speeches of Doctors Lindsay, Devine, De Garmo, and Mr. A. F. Martinez, in spite of unavoidable interruptions, were listened to and appreciated by a representative and enthusiastic audience.

During Easter week Mr. E. W. Lord, assistant commissioner of education, honored us with his first visit to attend our local conference of teachers, and he expressed himself in laudatory terms on the character of the various papers presented and also of the personnel.

This year has been signalized by the first celebration of Arbor Day in all the public schools on the island. On that occasion special exercises were held consisting of songs, recitations, voting, speeches by local celebrities, the planting of trees, and adorning of the school surroundings, the whole making a pleasant and profitable change from the ordinary routine of school life.

All other legal holidays have been celebrated in a patriotic and enthusiastic manner.

Before closing this report, I should like to draw the attention of the department to a very important and necessary change that might advantageously be made, viz, the shortening of the afternoon session in the graded schools to two hours' duration. I have observed that the closing hour of school is productive of no benefit to the pupils, and it is generally a severe mental and physical strain upon the teachers.

Respectfully submitted.

JOHN MELLOWES,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

#### SCHOOL DISTRICT NO. 13.

AGUADILLA, P. R., *June 15, 1903.*

SIR: I have the honor to submit herewith the annual report of the district of Aguadilla for the school year 1902-3. The district of Aguadilla embraces the municipalities of San Sebastian, Aguada, and Aguadilla, and in the last named is included the annexed municipality of Moca.

To give statistics on the number of buildings and children, the state of the finances, etc., would be superfluous, as these data will undoubtedly appear in the report of the statistician of the department, and I shall mention only such facts as are likely not to reach you except through the superintendent and to give you a true view of the district as I find it.

While outlining the present report I was inclined at first to view the situation rather pessimistically, but after more careful thought, and weighing a bad point against a good, I arrived at the conclusion that school matters in the district could be a great deal worse than they are, and even that, upon the whole, they are in fair condition when the adverse circumstances under which we are working are taken into consideration. With a little time and patience many of the shortcomings which at present are so annoying will undoubtedly disappear. Generally the newly arrived American comes boiling over with enthusiasm and a zealous determination to overturn everything in his way which does not meet with his approval and previously formed notions of what ought or ought not to be. His first rude awakening to the real state of things comes when he finds that he has rubbed against the most cherished customs and deep-seated sentiments of those about him, and by the many little annoyances placed in his way he finally realizes that he has made himself persona non grata in the community. We must not attempt to force nature by revolutionary methods. I have said this much in an attempt to show that in our schools as

well as in our daily life we must go slowly, and that if no very remarkable progress is visible in this district as a result of this year's work I cherish the belief that the foundation has been laid for greater and more permanent improvement next year.

I found when the district was turned over to me at the beginning of the present school year that there were many places where improvement could be made. This was not due to any lack of efficiency on the part of my immediate predecessors, but rather to a series of unfortunate circumstances, known to you, over which they had no control.

There are two graded school buildings in Aguadilla—The Lafayette School, a four-room brick building built expressly for school purposes, and the Baldiorty School on the Plaza Principal. The latter was the "Casa Consistorial" under the Spanish Government, and is hardly fit for school purposes on account of the smallness of the rooms, their dilapidated condition, the absence of a playground, which renders it almost impossible to maintain order during the recesses without sending the children into the street, and, worse than all, the fact that the water-closet is in the building and in so bad a state that it is a constant menace to the health of the scholars. The school board has promised to remedy these defects, wherever possible, during the coming year, and if this is done, we shall probably be able to make a tolerably fair school building of it.

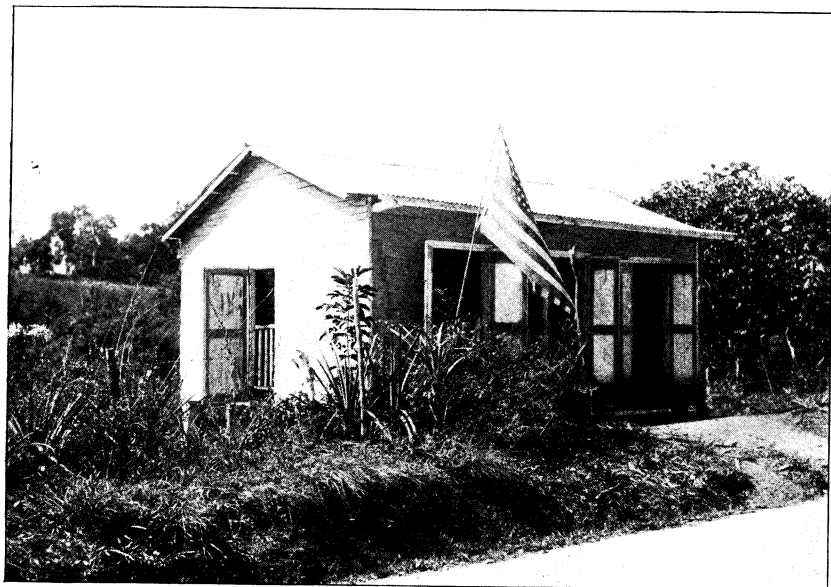
The graded school building in Moca answers the purpose, although rather small. It is a one-story, three-room frame building. I can not let this opportunity pass without saying something in regard to the town of Moca, which is the worst town in the district as far as giving its schools moral support is concerned. I have not been able to get a good average daily attendance in this town, due to two causes: First, the teachers have not exerted themselves sufficiently; and, secondly and principally, the careless habits of the people invalidate the efforts of the teachers. Parents do not seem to take any interest in the education of their children, allowing them to remain at home whenever they feel so inclined, and whenever the teacher tries to enforce attendance the child can always count on the assistance of the parent in opposing the authority of the teacher. Of course, as I have just said, the teachers are largely responsible for this state of affairs because of not using the necessary tact, or, failing this, the necessary force. I am happy to state, however, that this is the only town in the district where such a condition of things prevails.

The graded school building in San Sebastian is a two-story, four-room frame structure in a generally dilapidated condition, and too small to accommodate comfortably the number of pupils that was crowded into it this year. As there are five grades in San Sebastian, it was necessary to use an additional house at some distance from the graded school building proper. This year the department is paying half the cost of a new modern masonry four-room building, and it could not have given it to a town that appreciates it more. The people of San Sebastian take an active interest and pride in their schools.

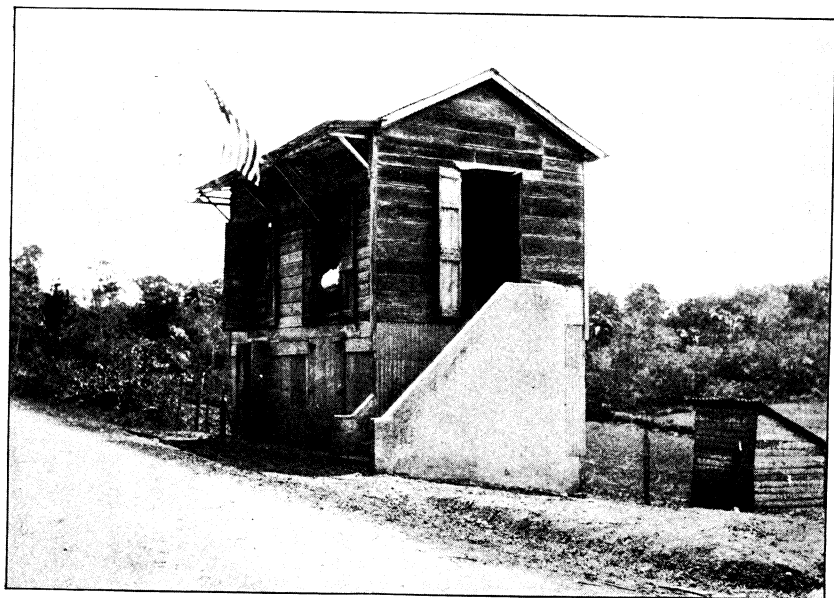
In Aguada the graded school is also much too small. It is a four-room, two-story frame building. It was my intention to have the school board hire an extra building next year, but as the local board is almost hopelessly in debt, and will probably remain so for some years to come, we shall have to try to get along with what we have the best way we can. In justice to the members of the present school board I must say that they are doing all that should be expected of them, as the bad state of the finances is not due to their mismanagement. The present board has paid off all last year's debts and three months of this year's.

With the exception of perhaps six, the rural school buildings are not bad, relatively speaking.

The rural schools could be made good if the teachers would interest themselves earnestly to improve them. A smart and energetic teacher could get the inhabitants of his "barrio" to lend him aid, and by making a small addition here and repairing a bad spot there his school could be materially improved at almost no cost. The grounds about the school could be made beautiful and kept in good condition if fifteen minutes' work daily on the part of the teacher and pupils were expended upon them. But I regret extremely to say that few of the rural teachers appreciate the dignity of labor and its relation to their profession. Many of them are satisfied to comply with the letter of the law (and some not even with this) by arriving at their schools at the moment set for opening and when the clock indicates the approach of closing time the horse is already saddled and at the door so as not to lose a moment in getting away. As long as this spirit prevails the supervisor's work is disheartening, to say the least. This inability to cope with the new order of things is most perceptible in the old men. President Seorly, of the Iowa State Normal School, says in a recent number of the Normal Instructor: "Supervision can never attain such a standard of excellence as to be able to dispense with good teach-



MOCA RURAL SCHOOL.



AGUADILLA RURAL SCHOOL.



ers. It can never take inferior teachers and by some scheme of methods or management make superior schools a fact. There are some things it can do, there are some things it can not do. If it attempts the impossible, the impracticable, and the unworthy, it becoms itself and heaps ignominy and disgrace upon a reputable profession." This is what the supervisor in Porto Rico is attempting to do in many cases—to have good schools where the directing force is a poor teacher. Still, there is hope that with the expenditure of a great amount of energy, and with the same amount of patience, the younger teachers will finally be brought to a realization of the importance, the dignity, and power for good of their profession. It is a foregone conclusion that the older men, trained in a system admittedly antipedagogical in every way, will never be able to grasp the full meaning of the system we are endeavoring to implant here.

I have been exceedingly fortunate in having for principals in the three municipalities of the district three men who are educated and hard working, and, with the exception of one, good disciplinarians. The importance of a good principal in a school can not be overestimated, and it appears to me that the most essential quality which a principal should possess is that of being a good disciplinarian, because the teachers under him do not expect to be any better than their superior.

I wish to give special credit to Mr. Ulises Roman, of San Sebastian, who has at all times given me most valuable assistance in many ways, has always carried out faithfully my instructions, and has done his work most intelligently, besides sustaining a high grade of discipline.

The graded teachers range from bad to fair, good, and excellent. Mrs. Felicita Torres, of San Sebastian, is probably the best graded teacher in the district, combining to a greater degree than any of the others those almost inexplainable qualities of gentleness, neatness, intelligence, and power to interest her pupils that indicate infallibly the good teacher.

I have already spoken of the rural teachers, perhaps in a somewhat severe manner, but I wish to bring to the department's notice, on account of their zeal and good qualities generally, Isidoro Alers, of Aguada, and Fernando Milán, of Aguadilla.

The teachers of English, with the possible exception of one, are conscientious and intelligent workers. Some of them are doing even more work than is ordinarily expected of a teacher, and this without the slightest complaint. There is no doubt in my mind that the most potent agent making for the betterment of our school system and the Americanization of Porto Rico is the tactful American teacher, who in his or her humble station can mix freely with the people and by his or her self-sacrifice and clear-headedness be a proof that there are many Americans who have come here with loftier ideas than those generally imputed to us.

There are two night schools in Aguadilla and one in San Sebastian. When these schools were opened at the beginning of the present year the enthusiasm ran so high and the number seeking admittance was so great that I felt at the time that this abnormal outburst was unstable, and subsequent events proved my conjecture correct. The attendance at all three schools has dropped gradually until now it is only a fourth part of what it promised to be. Perhaps it can be said that the chaff has been sifted from the wheat. However, I can not but feel that these schools are a great factor in reducing the illiteracy throughout the island, and that the work done this year will be an incentive to those students who have profited by it to continue their studies with greater interest.

After a great amount of work and encouragement to the teacher I am finally compelled to admit that the agricultural school, as such, is a failure, and this has been due to several causes, the most important of which is the absence of a competent teacher. Other causes are the absence of water on the premises and the distance of the school from the town, San Sebastian. The present teacher, Mr. Cardé, has done a little, but nothing approaching scientific agriculture has yet made its appearance. The farming element has no confidence in a native teacher, especially one known to them, because they feel that they know more than he about such matters. The teacher should know Spanish, so as to be able to gain the confidence of the people; and he must know English, so as to be able to keep abreast of the most modern agricultural methods used in the States, and the great bulk of this information can be gotten only from books written in English; but above all else he must know the theory of scientific agriculture and be a practical farmer. If the department can not furnish me such a man next year I shall recommend that the agricultural school be turned into an ordinary rural school. The disadvantages of having this school at a distance of about two miles from town, with a river to cross which is often impassable, seem to me to be very obvious. The age of the pupils who can be gathered within a short radius in a rural district bars out many of the larger town pupils who should attend, and also prohibits those persons in the town who are interested in this

work from visiting the school. To provide a means of irrigation for this special school would be very expensive and almost impracticable. The agricultural school in San Sebastian, as I have indicated before, has given no results worthy of the name during the two years of its existence, and if we are to reestablish its credit, so to speak, we must have a teacher next year who combines the qualities which I have before e umerated.

There is only one private school in this district of any size, and this is the Presbyterian Mission School in Aguadilla, which is doing very good work under its able teachers, Miss Aitken and Miss Potter. It has an enrollment of about 75 pupils, each of whom is required to pay 50 cents per month in cash or to work it out by cleaning about the school. In this school the pupil is made to realize the dignity of labor at an early age. Besides this school there are five or six other schools whose teachers are native ladies, but the majority of the pupils are very young and generally finish up in the public schools. The teaching in all these schools is largely religious.

I have given very few teachers' conferences in the district, believing that more practical and efficient results could be obtained while actually visiting the schools. This affords an opportunity to see and indicate to the teacher his own particular faults. However, I believe that general conferences should be given, to establish a sort of esprit de corps among the teachers and to exchange impressions. I expect next year to establish a series of conferences and give at least one a month. Before leaving this topic I want to speak of a number of parents' conferences given in the rural districts of San Sebastian. The attendance about the middle of March had fallen off considerably in all the rural schools, and it was resolved to give a conference at each of the rural schools on a given Saturday. The teachers showed a worthy interest in the work, and at some small expense to each of them horses were procured and a committee went to each rural school, where the children of the school and their parents were gathered. A practical talk was given by each member of the committee, and the value of education, both for its own sake and for its practical utility, was dwelt upon. Its need especially to the agriculturist was given prominence. The conference was generally followed by a lunch, and the parents and children went home greatly pleased. The practical benefit of these conferences was shown in the increase in attendance during the succeeding months. An amusing incident, and one that shows the dense ignorance that exists in some of these places, occurred at one school. The teacher spread wide the news that a "conferencia" would be given in the school on a named Saturday and advertised the fact that "el señor inspector" would be on hand, and with this as a bait he asked some of the inhabitants of the "barrio" to furnish him horses for the committee and to be present with their children. Somehow these poor people got it into their heads that ours was only a scheme to get the children together and then take them with us to San Juan. However, by dint of argument they were finally convinced that our motives were not sinister, and they were all present and the affair went off smoothly.

The course of study, in my humble opinion, should be allowed to remain as it is, at least for some time to come. The teachers are now beginning to know its workings, and any further changes would only serve to confuse them. While we do not want a course of study that by its simplicity would not do our schools justice, we must certainly avoid the other extreme of becoming so ambitious as to make it unwieldy and a hindrance instead of help to the teachers.

There has been no serious want in the matter of books in this district, the department being more than generous in supplying our wants. With the exception of a hygiene in Spanish, I would not recommend any change in books for the coming year. I consider it more important that the teacher should be taught to use properly—which I consider a stupendous task—the books we now have rather than to burden him with any more. A good teacher will get along with few books, but, other requirements being absent, all the books in the world will not make a good teacher out of a bad one. As I have said before, I think a hygiene in Spanish would be a valuable addition to our books, as many of the teachers, especially the rural ones, can not read the one in English which we now have. To any one acquainted with the sanitary conditions that obtain at present in Porto Rico and the necessity of remedying them as soon as possible, the importance of such a work will be at once apparent.

The schools in the district have been fairly well supplied in the matter of desks, benches, filters, etc. The worst sufferers, as was to be expected, have been the rural schools, although no child has been compelled to sit on the floor. Of the three municipalities in the district, Aguada is most in need of school equipment, and this is due to causes which have already been mentioned. We hope during the coming year to make some improvement along this line.

We now come to the local school board, one of the greatest, if not the greatest,

influence for good or bad schools in Porto Rico or anywhere else. The local school board controls the election of teachers, the renting of schoolhouses and the equipment of same, and a part of the school finances. In many instances the members of the school board can not distinguish between good and bad teachers and let purely selfish and outside motives guide them when electing, thus gaining the applause and support of the friends of the teachers elected, but doing a great wrong to the community as a whole. If parents could be brought to realize the immense influence for good or bad that a teacher has upon their children during their most impressionable years, they would insist that the instructors of their offspring be selected wholly upon their merits as teachers and not, for instance, because they belong to a certain political party. We can not take up a daily paper or hear a public speaker in Porto Rico without reading or hearing a lot of "spread eagle" oratory about patriotism, etc. And yet, in electing the men who are to choose the educators of their children and the rising generation, what a grand opportunity to show real patriotism they let go by. This is in no sense true of the San Sebastian school board, as it would be hard to find anywhere a set of gentlemen who work with greater zeal and are guided by more disinterested motives than this board. They have always been willing to help me promptly and effectively in carrying out any work for the improvement of the schools under their charge. They have visited the schools, have made suggestions, and in every way have shown themselves worthy of the sacred trust imposed upon them by their electors.

The school boards in Aguadilla and Aguada confine themselves purely to administrative duties.

With this I shall close this report, which I realize is already too lengthy, but it was impossible to make it shorter. As it is, I have left out much data which I should have liked to put in, but I feel that it, perhaps, would not interest the reader so much as it does the writer.

Respectfully submitted.

DANIEL F. KELLEY,  
*Superintendent of Schools.*

THE COMMISSIONER OF EDUCATION, *San Juan, P. R.*

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#### SCHOOL DISTRICT No. 14.

CAMUY, P. R., *May 25, 1903.*

SIR: I have the honor to submit herewith my annual report on the public schools of the district of Camuy. The district, as it is at present constituted, is composed of two municipalities and four towns. The municipality of Camuy has 13 graded and 18 rural schools; Isabela has 4 graded and 12 rural schools, making in all a total of 48 schools. There is also an agricultural rural school in Quebradillas and a night school, both of which will be spoken of later on in this report.

At the present time we have employed 52 teachers, 48 Porto Rican and 4 American.

It is our desire, in compiling this report, to give the honorable commissioner some insight as to the important changes made and the progress of the schools of this district. It is wasting time to take up space dwelling on something that has been told in former reports.

Before the opening of the schools this year, in the month of October (as in former years), we made every effort possible, with the funds available, to put the buildings to be used for schools in the best possible condition. In Quebradillas, where we wished to open five schools, a difficult problem seemed to confront us in regard to a suitable house, but we finally succeeded in securing one which, after being remodeled and receiving a coat of paint, was converted into a good schoolhouse.

Many of the buildings used for rural schools were improved in some way. The municipality of Isabela has some of the worst buildings used for rural schools in this district. It is our intention to change this next year and not permit the schools to be opened in unsuitable buildings. There is one new rural schoolhouse now under construction in this district, in barrio Yeguada of Camuy.

We have endeavored to make improvements in the school furniture this year in all the schools, and have partly succeeded in doing so. From year to year we wait with much anxiety to secure funds with which to better this very important adjunct in the development of our schools.

In other and more wealthy school districts of the island this work has been carried forward much more rapidly than in this one.

It must be remembered that this district is poor. We can not obtain sufficient

funds to properly equip the schools, and are, therefore, obliged to get along as best we can. The poorer districts of the island must receive assistance from some other source save that of the municipality or the same advantages for education will not be presented to all.

The department has generously furnished us with all supplies necessary this year. I have noticed a careless use of these supplies in some schools, and have always called the teacher's attention to the fact. From three to four distributions are made during the school year in this district. It is not wise to distribute all the supplies received from the department at one time, as they are apt to be extravagantly used in some schools.

In almost every school I have found the teachers better prepared for their work than last year. Besides keeping up their study of English many have taken up the study of some particular branch, having their lessons on Saturdays or studying alone.

A manifest desire can be noticed in a majority of the teachers for higher attainments. Of course there exists, and always will exist, the uninterested and unprogressive teacher.

The good effects of the Rio Piedras Normal School have been shown in this district. In schools where we had young and active teachers just from the normal school a new life seemed to be imbued into the work. The majority of these teachers were young and inexperienced, but the results that they have obtained during the year far surpass that of those who have not had this training.

With a few exceptions the teachers have made good progress in English. The exceptions that I have reference to are a few teachers of advanced age who could not study English, and a few more who could have made good progress in the language, but were not willing to make any effort whatever to obtain a knowledge of English.

In summing up the progress of the teachers of the district it would not be out of place to mention here a few of the sacrifices that have been made by them to promote the welfare of the schools.

Quite a number of the graded and many of the rural teachers have decorated their schools, making them very attractive indeed, at their own expense. One case in particular I recall of a rural teacher with a family to support, who spent money to make a joint meeting of three rural schools a success.

This is pure patriotism. The teacher is a lover of his profession. It is a pleasure to visit his school. It is a pleasure to visit the families in the barrio where his school is located. He makes his influence felt not only in the schoolroom, but within the circle of the humblest home in the barrio.

Another point that demonstrates the progress of the teachers is that there has been much less friction between them and parents.

In the observance of special days I can not say that the enthusiasm surpassed that of last year.

Arbor Day was fittingly celebrated in this district and about 275 trees were planted.

Washington's Birthday was also celebrated with much interest. This day has grown to be (in this district) as popular with the Porto Rican school children as it is with the American. In the teaching of patriotism we have laid emphasis upon love of country and honest living as the basis of the making of good and honorable citizens.

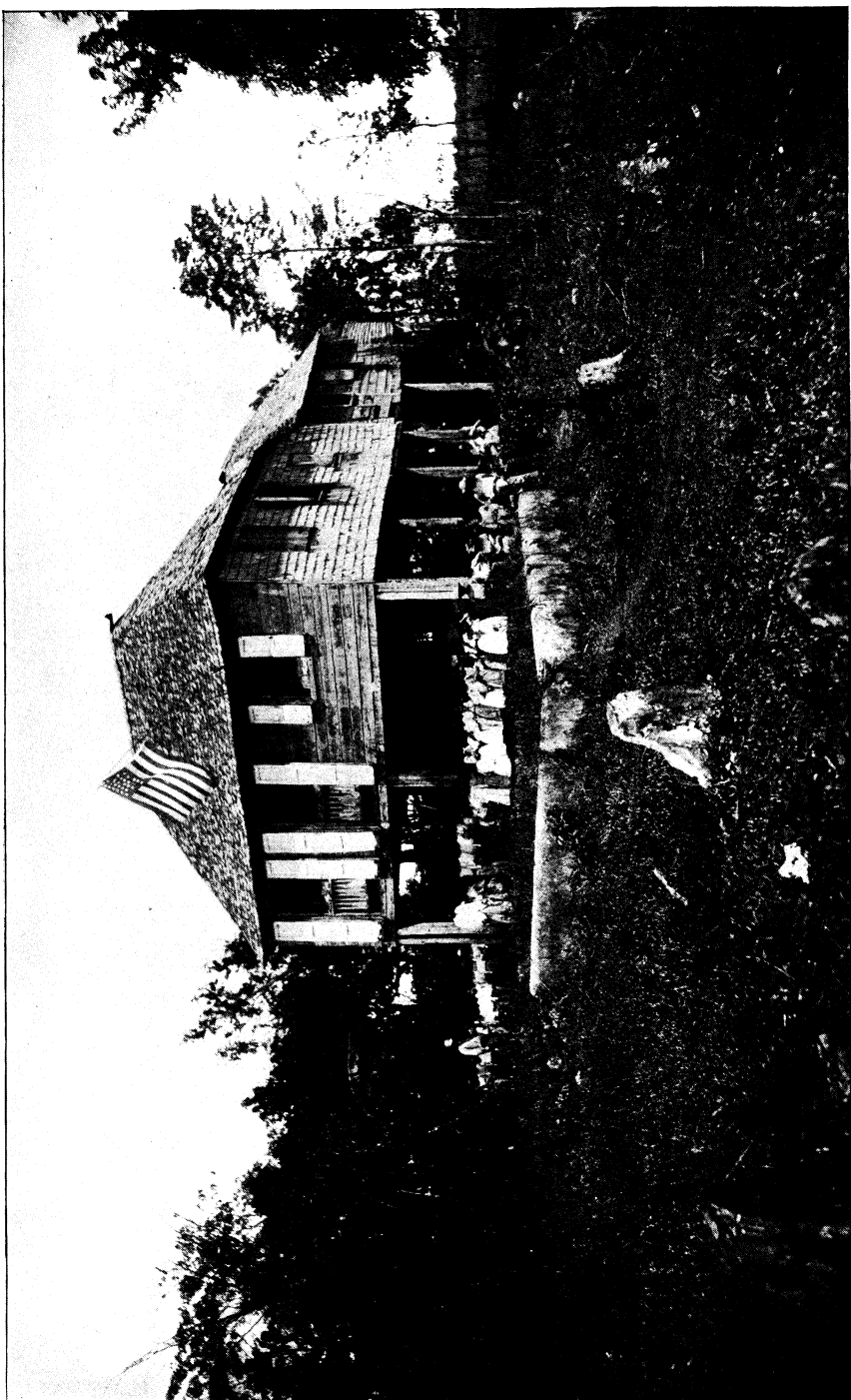
We have been fairly successful in securing cooperation of the parents in the rural districts, through the medium of joint meetings of two or more rural schools, extending an invitation to all the people of the community.

The teachers endeavored to make these meetings just as interesting as possible. A good programme was always prepared. The people would go away from these meetings highly pleased and feeling a deep interest in the school work. The writer of this report had the pleasure of attending several of these meetings. Ofttimes it is difficult to keep alive the interest in the town schools. Parents grow careless in regard to sending their children to school.

We have aimed to keep the parents in just as close relation to the schools as possible. This has been accomplished by monthly reports to them, by sending samples of pupils' work, and by frequent visits of teachers to encourage regular and prompt attendance.

Average daily attendance has been good in most of the schools, and we have a greater number of pupils enrolled than last year. It is to be regretted that there are so many children without school facilities in this district. I should say that there are approximately 6,000 children who can not attend for lack of room. In many barrios we need two schools. In other barrios, where there is a school population of from 100 to 150, we have no schools at all. This is true not only in one district, but all over the island.





CAMUY RURAL SCHOOL.



What is to be done? This is the question being asked by all of the school authorities in Porto Rico. Can it be possible that these children will be left without school accommodations? It is to be hoped that relief will come in time to save the island from this extra burden of illiterate citizens.

One night school has been open in this district during the school year, and I am pleased to state that the work accomplished in this school was excellent.

Twelve of the pupils who at the beginning of the school year could scarcely read in the first reader now read well in the third reader. They also can write and have a knowledge of the fundamental principles of arithmetic.

Night schools are necessary if we are to avail ourselves of all the opportunities of combating illiteracy. Many young men who are poor and must work for a living have not time to attend day school. They are very anxious to acquire some education, and the only possible opportunity for them to do so is by attending a night school.

The purpose of the agricultural-rural school is twofold. First, in the practical knowledge that the pupils acquire of the cultivation of different fruits and vegetables; and the second is the industrial training that they receive acquiring this knowledge.

The pupils in the different grades of the agricultural-rural school are as far advanced as those in the corresponding grades of the town schools. It must be taken into consideration at the same time that they worked an hour each day in the school garden, and did not have as much time for their other studies as did the pupils in the graded schools.

The school in this district has given good results, and I am satisfied with the work that has been done. We expect to make the work more extensive next year, as we have been given the use of almost an acre of ground adjoining the school garden.

The commissioner of education, accompanied by Dr. Edward T. Devine, Dr. Charles De Garmo, Field Supervisor Paul G. Miller, and Secretary A. F. Martinez, made a tour of the island, holding meetings in the headquarters of each supervisor. These meetings were for the benefit of the teachers and public in general, and were under the immediate direction of the commissioner.

The above-mentioned party arrived in Aguadilla on March 20 and held meetings in the afternoon and evening, at which fourteen teachers from the town of Isabela (this district) attended.

The following day the party passed through this district and held a conference at Arecibo, at which the majority of the teachers of this district from the towns of Quebradillas, Camuy, and Hatillo attended.

The meeting was a grand success, to say the least, and the teachers received many words of encouragement and advice which enabled them to more efficiently carry on their work.

Early in the school year the commissioner announced that there would be an English examination held in all the towns of the island where there was an English teacher on Saturday, April 25.

The next task was to prepare the teachers for this examination. Instructions were sent out from San Juan allowing the English teachers time to give one hour three times a week for the teaching of this branch to the Porto Rican teachers. With some few exceptions the teachers took up this work with enthusiasm, and when the examination was held on the 25th of April the majority received good standings.

This district ranked eleventh among the nineteen districts of the island.

English received a great impulse this year, and within a few years more, if the study of the language is kept up at the present rate, many of our teachers will be able to translate well from English to Spanish and write fairly well.

The teaching of English has been kept up with much interest this year in all our schools.

The pupils have made good progress in the language. This subject may be made one of the most interesting taught in our public schools if the right spirit is shown by the teacher.

It happens at times that the teachers of English become lax in their work. Pupils are allowed to skim along without learning their lessons thoroughly.

This should never be permitted, as the pupils will soon lose all interest and do little or no good in their English during the entire year.

I can say that most of the teachers of English of this district have done well the past year, and deserve much praise for their efficient work.

The closing remarks of this report are dedicated to the Hon. Samuel McCune Lindsay, on the part of the teachers of this district and myself, to express our sincere thanks for the ever cheerful support and guidance which we have constantly received from him during the past school year. We also desire to thank the assistant com-

missioner and the other members of the corps of assistants who have all so kindly contributed to make this year's work one of the most successful and pleasant since the American occupation of the island.

Respectfully submitted.

E. HUTCHINSON,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

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SCHOOL DISTRICT No. 15.

ARECIBO, P. R., *June 30, 1903.*

SIR: I have the honor to submit my report for the school year of 1902-3.

This district consists of the two municipalities of Arecibo and Lares. On the map they seem contiguous but they are a day's journey apart. With so large a district I have not been able to visit the schools with the regularity or the frequency that is desirable.

In Arecibo we were happily able to open 5 new graded schools, giving us in all 18 schools, in charge of 2 principals, 16 graded teachers, 1 assistant to the principals, and 3 teachers of English. Yet with this increase we were not able to accommodate the demand. All the year there have been 200 or more parents watching for chance vacancies. This is particularly true in the lower grades. On my first visit to Lares I found the attendance in the rural schools very light, owing to the fact that many children were engaged in picking coffee in order to earn money to buy clothes. With this exception the attendance in the rural schools has been remarkable. It must be remembered that many of these children live miles from the schoolhouse; that most are so poor that their morning meal is a cup of black coffee, at noon there is nothing, and on reaching home at 4 or 5 o'clock they have the only meal of the day.

I have been fortunate in that more than half of the teachers in this district have been my pupils, either in the regular course of the normal school or in one or both of the summer schools. These young teachers have been most faithful, most enthusiastic. Often their work has been crude and unsatisfactory, but I have always found them ready and anxious for my words of correction and advice.

On the part of most of my teachers there has been steady improvement in methods of teaching. This is especially true in the teaching of arithmetic and the Spanish language. In arithmetic they have come to see the necessity of the pupil's working problems, and many of them. By the old method the teacher did the work and the pupil looked on.

In the teaching of Spanish the teachers now understand that the correct use of the spoken and written language can be taught without teaching technical grammar.

Immediately on the announcement of the department of the plan for teaching English to the Porto Rican teachers, the teachers of this district went to work. With a course of study marked out and an efficient plan for instruction they felt there was an opportunity to reach a certain end. The result was most satisfactory. Of the 59 teachers in the district 55 took the examination. I was most pleased to receive from the department the information that in the English examinations this district ranked third among the nineteen of the island. This result was due to the faithful work of the three competent teachers of English in Arecibo.

In the country it is impossible to secure buildings suitable for schoolhouses and we pay an exorbitant rental for the poorest accommodations. All of the graded schools in the district and several of the rural schools are furnished with modern desks and proper equipment, and I am hoping that the coming year will see an increased number of rural schools in like condition.

Arbor Day was celebrated in the town of Arecibo by exercises in the theater, attended by all the pupils of the graded schools, after which trees were planted in the grounds of the Jefferson School.

In Lares the graded schools united and held appropriate exercises in the Clay School. In all the rural schools of the district the day was properly observed.

In both Arecibo and Lares Washington's Birthday was duly celebrated by the schools. In Arecibo the schools assembled in the theater, the president of the school board presiding.

In Lares the exercises were held in the Clay School, and we were glad to have with us the principal and pupils of the Colegio Americano.

On March 21 the commissioner of education, accompanied by Dr. De Garmo, of Cornell University, and Dr. Devine, of New York, visited Arecibo. Pedagogical con-

ferences were held in the afternoon and evening, and the large hall of the Alcaldia was crowded at both meetings.

On May 15 we had the pleasure of receiving the commissioner and the secretary of the department in Lares. In accord with the courteous Porto Rican custom a number of gentlemen on horseback met the commissioner an hour or so from town and escorted him. In the afternoon the Henry Clay School was dedicated with appropriate exercises.

There were in attendance all the graded and rural teachers of Lares, the pupils of the public schools, the principals and pupils of the Colegio Americano and of the Colegio Catolico Hispano-Americano.

In the evening the teachers assembled at the Alcaldia to meet the commissioner. I am sure his words of kindly sympathy and advice were an inspiration to these teachers and will be long remembered.

Of other educational forces not under my direction, I report the following:

In Arecibo we have a small school for very young children. In Lares we have the Colegio Americano, with 4 American teachers and 125 pupils, and the Colegio Catolico Hispano-Americano, with 54 pupils. In Arecibo I am glad to note the beginning of a public library. It is crowded every night and deserves aid. I am hoping the friends may contribute either books or money to help in making of this small beginning a strong educational factor.

Our most pressing need is, of course, more schools. In this district there are 20,000 children of school age, and we have 3,000 in school.

Respectfully submitted.

FRANK S. ROBERTS,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

#### SCHOOL DISTRICT No. 16.

UTUADO, P. R., *June 14, 1903.*

SIR: I have the honor to submit to you the following report on the schools of the district for the academic year 1902-3. The district comprises the municipalities of Utuado and Adjuntas.

To illustrate the numerical progress realized during the year, I present the following statistics:

|             | Teachers 1901-2. |         |           |        |        | Teachers 1902-3. |         |           |                |        |        | In-crease. |
|-------------|------------------|---------|-----------|--------|--------|------------------|---------|-----------|----------------|--------|--------|------------|
|             | Prin-cipal.      | Graded. | Eng-lish. | Rural. | Total. | Prin-cipal.      | Graded. | Eng-lish. | Agricul-tural. | Rural. | Total. |            |
| Utuado .... | 1                | 8       | 1         | 11     | 21     | 1                | 9       | 2         | 1              | 21     | 34     | 13         |
| Adjuntas .. | 1                | 6       | 1         | 4      | 12     | 1                | 6       | 2         | 0              | 10     | 19     | 7          |
| Total...    | 2                | 14      | 2         | 15     | 33     | 2                | 15      | 4         | 1              | 31     | 53     | 20         |

It is seen that 1 additional graded school has been opened and that the number of rural schools has more than doubled. In June, 1902, there were 15 rural schools in the district, with a total enrollment of 787. In June, 1903, this number had grown to 31, with an enrollment of 1,633 pupils.

In spite of this rapid growth the fact remains that the demand for more schools is still most insistently heard in the rural districts. This is but natural when we consider that the proportion of inhabitants to each school is 375 in the towns and 1,842 in the country.

One deplorable feature of the local situation is that the cost of maintaining the present number of schools is beginning to weigh heavily upon the municipalities. Owing to the fall in the price of coffee, the principal agricultural product of the district, and owing also to the lack of enterprise of the people in pinning all their hopes on the problematic return of good prices for the above product, while other pursuits might give them quick and abundant profits, the towns of Adjuntas and Utuado, from being the richest a few years ago, have come to be the most poverty stricken on the island. One town is now in a state of bankruptcy; the other is threatened with a like situation at no distant day.

The educational outlook of the district is clouded in consequence of this economic prostration. Further increase in the number of schools is no longer possible. It is

not unlikely that some of those that are now open will have to be closed unless an unexpected change presents itself in the situation. A possible remedy lies in the voting of additional school taxes by the next legislature.

The change of school boards which took place at the beginning of the calendar year as a result of the fall elections marked the disappearance of two very distinct organizations. To one of these the municipality of Utuado is indebted for the rapid growth of its schools. Its members were men noted for their intelligence, public spiritedness, and for their independence from any political or selfish interests. The course of the other board was checkered with many irregularities. In many respects it showed an undue subservience to politics and an absolute indifference to the welfare of the schools.

The present school boards are composed of men who so far have evinced good will and a desire to further the interests of education. During the few months they have held office as many as 14 new schools have been opened. As is to be expected, however, of men who have been chosen for their political rather than for their educational qualifications, they are little able to correctly appreciate the merit and the needs of our school system. Their efforts and their ambition rarely go beyond a perfunctory compliance with their obligations as set forth in the school laws of the island. They are sadly wanting in initiative. Every needed change, every improvement, is effected only in response to an official indication and is often attended with difficulty and delay. They display a sincere desire for more schools, but they do not always realize the necessity of effectively cooperating to such an end.

A 4-room modern structure is now in course of erection in the town of Adjuntas. When completed and turned over to the local board it will present a great improvement over the building now in use. It is to be regretted that a proposition of the department to erect an 8-room schoolhouse in Utuado has failed through the inability of the town to stand one-half the cost of construction.

The 38 buildings now in use as schoolhouses in this district are quite satisfactory from a comparative point of view. They are in almost every case the best to be obtained in the respective localities. In some five or six instances where those originally selected proved defective better ones were obtained without much difficulty.

The efforts realized during the past and present years toward supplying all schools with adequate furniture have met with gratifying results. The town schools have the benefit of modern desks donated by the department. The rural schools are all supplied with long benches seating no less than 55 pupils, and with desks sufficient to accommodate at least four-fifths of that number. All this furniture is new. While it is neither modern nor comfortable, it is a matter of satisfaction that so much has been accomplished with the limited income at hand. Each school is further supplied with at least one framed blackboard measuring in no case less than 3 by 8 feet. Approximately one-fourth of the schools are still without clocks. In others little or no provision has been made for an adequate supply of fresh and pure drinking water. All these shortcomings will be overcome next year. A sufficient amount has already been set aside by the school boards for that purpose.

The quality of the books and supplies received from the department for the free use of all public school pupils has been exceptionally good. The quantity was abundant until the end of the second term, when the opening of many new schools within a few weeks resulted in a momentary scarcity of material.

I beg to recommend, for next year, the introduction of a fuller treatise on nature study, a short manual of civics, and a text-book on agriculture for the benefit of teachers and pupils alike.

I have been absolutely unable to meet the demands of the teachers for pedagogical literature. The circulating library at the department headquarters has no doubt proved highly beneficial to the teachers of San Juan and vicinity who are able to visit the library and personally select the works best adapted to each individual need. Its advantages are more restricted in the case of the teachers of the remoter districts. It ought not to be a difficult matter next year to establish a modest library at each supervisor's headquarters. The money thus spent will yield abundant returns. The sending of a few well-selected pedagogical works by the department will form a nucleus which ought to develop rapidly through the cooperation of the teachers.

The handling and care of the books and supplies in many instances have been unsatisfactory. At the insistent request of parents, I authorized the teachers to allow the pupils of the higher grades the use of books for home study. Whatever educational gains may have resulted from such a practice have been greatly offset by the rapid deterioration of the books thus loaned.

I am glad of an opportunity to acknowledge the earnestness and enthusiasm which has marked the work of the teachers of this district throughout the year. With varying success, but with never-failing heart and will, they have labored in the arduous task of educating their young countrymen and laying a secure foundation



ARECIBO RURAL SCHOOL.



UTUADO RURAL SCHOOL.





for the island's future welfare. Whatever faults critics have laid at their door, none may question their devotion to duty and their eagerness to improve. The faults from which they suffer are the faults of the system under which they grew up. These have further developed owing to lack of appreciative surroundings.

The shortcomings of the native teachers, if attention need again be called to them, may be summed up in saying that they are instructors rather than educators. Their method, as a whole, relies largely on memory and evinces very little originality. Their aim is apparently to form good pupils rather than good men. They make the mistake of looking upon the text lesson as a sufficient end in itself rather than as a means of training the child's faculties for a useful and an active life. The individuality of the pupil is seldom considered. Brought up under a system that laid emphasis on conformity to established beliefs and conditions, educational or political, they have not yet realized that their labors should tend toward developing self-reliance and initiative along the better lines of each pupil's individuality.

These faults, serious as they are, are partially offset by a manifest determination to study and to adopt the better methods of the profession. A quick response is generally had to every indication and advice. "Do not go away yet, I should like you to see such a class; I should like to hear your opinion on such a particular," are words that still ring in my ears. Such a disposition shows beyond any doubt that the teachers have reached the first and indispensable step toward progress, a consciousness of their shortcomings and a corresponding desire to improve.

Of the 49 teachers of this district 24 began this year's work with no previous experience. Special attention and patience were at first demanded by these teachers. It speaks hopefully for the future of the island schools when it can be said that, taken on the average, these younger teachers are to-day as efficient as the older ones, and in promise and potentiality are far superior. Any difficulties had with them are alleviated through the greater ambition and adaptability with which they are endowed. They are fast learning English. Not a few of them are saving money to go to the States to improve their knowledge of this language. At the examinations held on the 25th of April throughout the entire island to test the teachers' progress in English, the youngest teachers of the district, 29 in number, with an experience varying from two to nine months, obtained an average mark of 80 per cent, while the remaining 20 teachers, the greater part of whom had over four years' experience, obtained an average of but 53.

The English classes held after the close of the day's session have been well attended. They have had the special advantage of bringing together the teachers of each municipality, resulting in a frequent exchange of views and a closer relationship with the supervisor. Much good, done in an unostentatious way, came from these meetings and contributed no little to the general progress of the schools.

The American teachers have come to be looked upon as the exponents of the most accepted modern methods of which the native teachers have heard so frequently and which they yet so little understand. They, in a great measure, set up a standard which, for good or for evil, is reflected in the general march of the schools. The work of the four American teachers assigned to this district has been uniformly good. Their influence has been felt in as well as out of the school. It has been no mean factor in the growing appreciation and spread of American ideas and methods. Three of them possessed a fair knowledge of Spanish, which added to their efficiency.

The work of the agricultural school deserves more than a passing mention. It touches the very heart of the problem of lifting the island population to a higher and more independent plane of life. We are dealing with a people who are almost wholly estranged from nature, and who suffer from the direst poverty in the midst of unlimited wealth. To bring them back to a love of the soil, to teach them how to draw forth its resources with heart and with intellect, is certainly the most important feature of the educational problem of the island.

The success of the Utuado School is an encouragement and a vindication of the department in planning such a line of work. It has been due to the intelligent and earnest endeavors of the teacher in charge. A native of Porto Rico, well acquainted with local conditions, a chemist and botanist of some repute, this teacher was able to arouse the interest and secure the cooperation of the authorities and people of the locality. Heartily in sympathy with his work, he has devoted much of his leisure time, and whenever necessary he has sacrificed his own purse for the good of his school. In due time he had the land about the school fenced in and placed in a state of readiness to begin work. On every subsequent school day practical field work has been carried on. Some notions of scientific agriculture were acquired, the advantages of seed selection, irrigation, etc., were illustrated; but more important still, habits of work and industry were formed, the innate prejudice of parents and pupils against manual labor was overcome, and over fifty pupils were given a start on the road to independent manhood and efficient citizenship.

The work of the Utuado night school has been of the most elementary kind. This

may explain its success. Some seventy-five young men and women have learned to read and write in the course of the year. English was also taught. The results, in many cases, were not in proportion to the interest shown in that branch, no doubt owing to the uncongenial daily occupations and the relatively advanced age of the pupils.

The increase in the number of pupils is shown by the following statistics:

|               | School enrollment. |        |        |              |        |        | Per cent of attendance. |              |
|---------------|--------------------|--------|--------|--------------|--------|--------|-------------------------|--------------|
|               | June, 1902.        |        |        | April, 1903. |        |        | June, 1902.             | April, 1903. |
|               | Boys.              | Girls. | Total. | Boys.        | Girls. | Total. |                         |              |
| Utuaado.....  | 656                | 346    | 1,002  | 1,001        | 627    | 1,628  | 75.03                   | 80.44        |
| Adjuntas..... | 300                | 225    | 525    | 467          | 322    | 789    | 75.35                   | 86.58        |
| Total.....    | 956                | 571    | 1,527  | 1,468        | 949    | 2,417  | 75.15                   | 82.57        |

The average number of pupils to each school was 49.33. Exception being made of the months of October and November, when many children of school age are employed in the coffee harvest, the attendance has been most satisfactory in the rural schools, in spite of the difficult means of communication and the extreme poverty of the district. In the towns no little apathy and negligence was met with on the part of parents. The authorities were little able and as little disposed to help. This ought not to be the case next year, and the mere knowledge that attendance can be made compulsory, according to the new law, ought to fill all our schools. A notable improvement is noticed in discipline.

Progress in class work has been satisfactory. It has been best in English. By giving more attention to original work, oral and written, and less to the mere hum-drum of text translation, which heretofore has retarded the progress of many schools, improvement has been more rapid and lasting. The more advanced class of one of our town schools is well able to carry on all its studies in English.

Progress in arithmetic is comparatively weak, possibly more as a result of poor teaching than from a want of talent on the part of the pupils. Generally speaking, history and geography are poorly taught. These are often considered as mere memory exercises. In a few cases, with exceptionally good teachers, the progress in these three branches has been a good deal in the nature of a surprise. In map and free-hand drawing some of the pupils of the Utuaado schools have shown remarkable aptitude.

In all respects the native children are bright and responsive. Whenever progress in any given branch is slow the fault generally lies with the poor methods of the teacher.

The new course of study proved a valuable if tardy help to the teachers. Strict compliance with all its provisions has been insisted upon in the graded schools. It has been of material assistance in doing away with much of the looseness of effort and waste of energy which marked the work of some teachers. Its definition of the scope of each year's work is succinct and precise. It is to be hoped that before long similar courses of study will be issued for the benefit of the rural and agricultural schools.

Our public school system has come to occupy a deservedly high place in the esteem of the people of the island. Its efficiency is generally recognized. This has been effected gradually and in spite of the fact that almost every innovation, every step forward, has met with opposition and criticism.

The main obstacle in our path to-day is the lack of resources. Urgent demands for more schools are heard on every side. Neither the school boards nor the department of education are financially able to attend to more than a small fraction of these just demands. The educational situation of the district is illustrated by the following statistics:

|               | Total population. | Population of school age. |                     |                |        | Per cent of total population enrolled in schools. | Per cent of population of school age enrolled. |
|---------------|-------------------|---------------------------|---------------------|----------------|--------|---|--|
|               |                   | In public schools.        | In private schools. | Out of school. | Total. |   |  |
| Utuaado.....  | 43,860            | 1,628                     | 125                 | 11,747         | 13,500 | 3.97  | 12.98  |
| Adjuntas..... | 19,484            | 789                       | 75                  | 5,436          | 6,300  | 4.43  | 13.70  |
| Total.....    | 63,344            | 2,417                     | 200                 | 17,183         | 19,800 | 4.12  | 13.22  |

The few private schools deserve little attention as an educational factor. Their aim does not go beyond teaching reading, writing, and catechism to some two hundred children of tender age or delicate health. These have to begin everything anew whenever they are admitted into the public schools.

The above statistics show that of seven children of school age only one finds admission into the schools. To admit the remaining six would entail an expenditure which the island is absolutely unable to bear. The question of the hour, the dream of everyone who has the education and betterment of Porto Rico at heart, is for more money with which to prosecute our work.

Respectfully submitted.

M. A. DUCONT,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

#### SCHOOL DISTRICT NO. 17.

MANATI, P. R., *June 15, 1903.*

SIR: I have the honor to submit the annual report for the school year 1902-3.

My work in this district began the 1st of September, 1902.

Owing to the fact that the district has been reduced in size, and that one of the municipalities has been enlarged, it is difficult to make comparisons with last year. As now constituted the district comprises the three municipalities of Manati, Ciales, and Morovis.

|              | Principal. | Graded. | Rural. | English. |
|--------------|------------|---------|--------|----------|
| Manati.....  | 0          | 10      | 11     | 1        |
| Ciales.....  | 1          | 4       | 12     | 1        |
| Morovis..... | 0          | 3       | 7      | 1        |

The territory now comprising this district had 33 schools during 1901-2; the present year it has 48, an increase of 15 schools over the previous year.

For other details see statistical report.

The changes brought about by the election last fall have been a source of continual disturbance with two of the three school boards in this district. The cause of this disturbance can be plainly traced to politics, a factor which seems bound to enter into the composition of many school boards.

Politics, we are told, must not be allowed to enter into school matters. The truth is that nearly every teacher knows better than to apply for a school unless his political views coincide with those of the school board. Already many of my teachers are applying for schools in municipalities where they know their views in politics are the same as the school board. It is a hard task in many respects to find suitable men for school boards, and it seems the task is growing more difficult. Honest, public-spirited, and intelligent men are not easily found, and if found there are so many trivial excuses given for not wanting to serve that one is driven almost to despair. It is real wide-awake, public-spirited men we want, men who will take an active working interest in the public welfare. We need these school boards. They are the connecting link between the department of education and the people who support the schools. They could be a great help. They could save supervisors and the department an immense amount of work and worry with little loss of time to themselves.

At present the supervisor has to keep an eye on their accounts; he has to talk with all his powers of persuasion to get the budget made large enough to cover the most urgent needs. He has first to tell what is lacking in buildings and furniture, and then insist, forcibly at times, that his requests be attended to, and now the new law makes the supervisor a party to trace out the political intricacies of any new candidate nominated to fill a vacancy.

This political annex in the new law has some bad features; it narrows the powers to choose the best men in the community; it imposes a very unpleasant duty upon the supervisor; and above all it opens the school law to political intrigue.

I am satisfied that the supervisor could attend to all the duties of school boards with far less time and trouble than he now has to bestow upon them, and with promptness and less expense, and at the same time eliminate politics.

The school buildings as a rule are fairly good and of good size, but often unsuitable for school purposes.

The furniture is very poor and inadequate. The stand now being taken to have all schools well equipped before any new schools may be opened is an excellent one.

Morovis and Ciales pay from \$3 to \$5 per month for rural buildings, while Manati pays from \$5 to \$8 a month for no better ones. In some instances \$5 rent is paid for houses that are not worth over \$40. This is plainly a waste of public money and has caused some sharp criticism.

Considering the number of schools and the easy means of communication, there are very few improved desks in the district. Manati (including the new schoolhouse) has 365; Ciales, 200; Morovis, 275; total, 840.

Not a school in the district, except those in the new building at Manati, has anything near the equipment necessary. More desks are needed in every case. Many do not have any preparation for drinking water. Several schools in Morovis are yet without bookcases.

It is difficult to judge a teacher's ability in all respects when so many things are lacking.

The supply of books and other material has been liberal, and every effort has been made to supply every school with all that was needed. The flag is highly appreciated and has a very good influence.

It seems that this district has had more than its share of poor and inexperienced teachers this year. Among the 48 there were 14 good, 12 fair, 10 inexperienced, and 12 ancient. They have, without exception, made an honest effort to do the best they possibly could under the circumstances. Order has improved very much, but the old custom of studying aloud is still practiced by many when they think the supervisor is at a safe distance.

Many teachers do not seem to have any idea of what progress the pupils should make, and seldom insist upon downright hard work. Very few punish a pupil in any way for failure to have lessons prepared. The same may be said regarding attendance. If a pupil is tardy or does not attend, little is said about it. I have often noticed how quickly the attendance improves after a teacher is told that if a better attendance is not given the school will be closed.

There are some as good teachers as could be expected, teachers who want a full school and are bound to have it. They try to see how much they can accomplish, not how little they can do. They have definite plans outlined, and work to reach the highest point possible. They take the written work of their pupils home and correct it during spare moments, handing it back to the pupils next day. They read and study and are prepared to illustrate and discuss the various important points brought out in class. They do not talk in a loud, boisterous voice during the entire class period, letting the pupils sit listless and idle. The class has been given a lesson that must be learned, and now the class must do the talking. Lucky are the boys and girls who have such a teacher.

Considering the home surroundings and lack of home restraint, the pupils are very easy to manage. There is a very small percentage of what could be called unruly or vicious pupils. The great fault in government lies with the teacher. Too many teachers lack firmness, they are afraid that they may offend the parents if they punish a pupil.

The great outcry about corporal punishment is ridiculous. The mode of punishment as outlined by the law is so surrounded by safeguards that little use of it will ever be made. The main benefit in the law is that now the teacher has a right under certain conditions to punish an unruly pupil, while heretofore he did not, and often the pupil would laugh at the teacher if he threatened to punish. Another thing, those of us who have been here long enough have seen how the old-time Spanish teachers punished pupils beyond all reason, and now the people seem to think we are going straightway to those old-time abuses. Porto Rican children are, as a rule, very bright, and make remarkable progress with a good teacher, but they are not all so bright. There is a good large percentage of the dull, stupid kind. There should be some provision made by which these drones could be dismissed from a school so that others capable of improvement could take their places.

There are several small private schools in the towns throughout the district. The largest of these is the Catholic Sisters' School in Manatí, which has an attendance of about fifty pupils.

Home influences have a great and lasting effect upon the young. Reading matter of any kind, and especially that suitable for children, is seldom seen in the Porto Rican home. What a great benefit the children would receive if they could have access to some good story paper or books. It would keep them at home and teach them many valuable lessons. They would read aloud to their parents. This would create new thoughts and ideas.

In closing this report let it be understood that the work of the schools, taken as a

whole, is satisfactory. The progress in most cases is good. There is a demand for schools, but in many respects too little interest is taken in those already opened. There is a trying situation in this district at the present time, where the new school boards wish to change so many teachers and change the location of many school-houses, and where even the membership of the board is changed every few months. Respectfully submitted.

EDGAR L. HILL,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

### SCHOOL DISTRICT No. 18.

TOA ALTA, P. R., *June 15, 1903.*

SIR: I have the honor to submit my annual report for the school year 1902-3. The following tables are presented in order that the number of schools and pupils in this district may be seen:

|                 | Schools. |        |        | Pupils. |        |        |
|-----------------|----------|--------|--------|---------|--------|--------|
|                 | Town.    | Rural. | Total. | Town.   | Rural. | Total. |
| Toa Alta .....  | 9        | 18     | 27     | 379     | 816    | 1,195  |
| Vega Baja ..... | 8        | 13     | 21     | 384     | 578    | 962    |
| Total.....      | 17       | 31     | 48     | 763     | 1,394  | 2,157  |

This is the enrollment taken from the reports of my last visits to each school, most of them being for the month of April.

|                 | Schools. |        |        | Pupils. |        |        |
|-----------------|----------|--------|--------|---------|--------|--------|
|                 | Town.    | Rural. | Total. | Town.   | Rural. | Total. |
| Toa Alta .....  | 9        | 18     | 27     | 293     | 615    | 908    |
| Vega Baja ..... | 8        | 13     | 21     | 267     | 498    | 765    |
| Total.....      | 17       | 31     | 48     | 560     | 1,113  | 1,673  |

The above figures represent the attendance I found upon my last visit to all schools in my district. There was at that time an average of 45 pupils for each grade, with an average attendance of 73½ per cent.

In order to show the progress made during the past year I will give the first classification of pupils made on my first visit to each graded school and the last one made on my last visit, as follows:

|   | First grade. | Second grade. | Third grade. | Fourth grade. | Fifth grade. | Sixth grade. | Seventh grade. | Total. |
|---|--------------|---------------|--------------|---------------|--------------|--------------|----------------|--------|
| Pupils in graded schools at beginning of year ..... | 369          | 298           | 122          | 48            | 15           | 0            | 0              | 681    |
| Pupils in graded schools at close of year .....     | 102          | 186           | 174          | 139           | 101          | 46           | 15             | 763    |

Total number of rural schools which have a fourth grade is 6. All the rest of my rural schools have third grade, less 6, 3 of which were recently opened.

It is remarkable that according to the data of the first table the enrollment for each rural school is also 45 pupils, and according to the second table the attendance for rural schools gives an average larger than that of graded schools, being 80 per cent.

Self-control in the pupils is being so encouraged that it is a pleasure to remain in most of the schools watching the pupils at their tasks. They appear to love both the school and their teacher.

In some barrios many pupils are not dressed with the cleanliness to be desired, owing to the poverty of their parents. Their health is good, when we consider the bad condition of their huts, that they are fed on vegetables, bananas, and sweet potatoes, and have no notion of hygiene. This is a proof of the good sanitary conditions of our mountain districts and of the beneficial results of the physical exercise

which must be made by them in getting their food and water and in going to and from the school.

The sacrifices which these children make in order to attend school are wonderful. They are obliged to walk many miles twice a day, barefooted, and sometimes without having breakfasted. They do this through mountains, calling the lower ones plains or valleys and the bad roads good, because they have never seen any others better.

The schools are placed in private houses rented for this purpose, with the exception of one building erected by the department for the agricultural school of Toa Alta.

The graded school of Toa Baja is composed of two brick houses with a yard between. This yard in dry weather is full of dust, and in wet weather is muddy. It has six rooms, of which three are fairly suitable for school purposes.

That of Vega Alta is the building formerly occupied by the town council. It is in need of repair, and if repaired would make a fairly good three-room school.

The schoolhouse of Toa Alta is a large and old one. Some alterations should be made, by which I believe we could obtain four or five good rooms, instead of three poor ones as under present conditions.

The schoolhouse of Corozal is rented for \$28 a month. The local board owes a great deal of last year's rent, and they can not, therefore, oblige the owner to repair it. I succeeded in having him do some repairing, but he finally said he would not spend more money, as he would not recover it.

Dorado schoolhouse has been the whole year without a roof on the balcony and with many holes in the walls. I succeeded in having the owner make two water-closets, one for girls and another for boys. Three of the rooms in this school are not large enough.

In the graded schools of Corozal, Vega Alta, and Dorado there is no water for the children to drink or for other purposes. In those of Vega Baja and Toa Alta there is water, but in that of Toa Alta there are neither filters nor drinking cups. In the Vega Baja school I succeeded in getting these from the president of the local school board.

The majority of the rural schools are roofed with palm leaves or matojos, and only six of the schools of Corozal have zinc roofs. Dorado rural schools are bad and small, and those of Vega Alta are in the same condition. Vega Baja schools are fair, and those of Corozal, with one exception, are good.

The schools of this district are so badly equipped that, with the exception of some in Corozal and Vega Baja, the majority of them have neither benches enough for the pupils, clocks, tables, desk for teachers, nor good bookcases. Some teachers had a box to sit on.

The local boards never visit the schools nor have anything to do with the teachers, except when making appointments.

Some of the rural schools are not in the best location, because it is a problem in many cases to secure a house well located. They tried to remove one of my schools which had a full enrollment and attendance and was located in one of the best houses, but I fought against this, my action being sustained by the department. Every time I visit some rural schools either the teacher or the owner of the house calls my attention to the fact that the rent is not paid regularly.

Due to the provisions of the new school law, the local boards will be obliged to do their duty in school matters, but generally speaking and with but few exceptions they have to be advised and encouraged to act fairly.

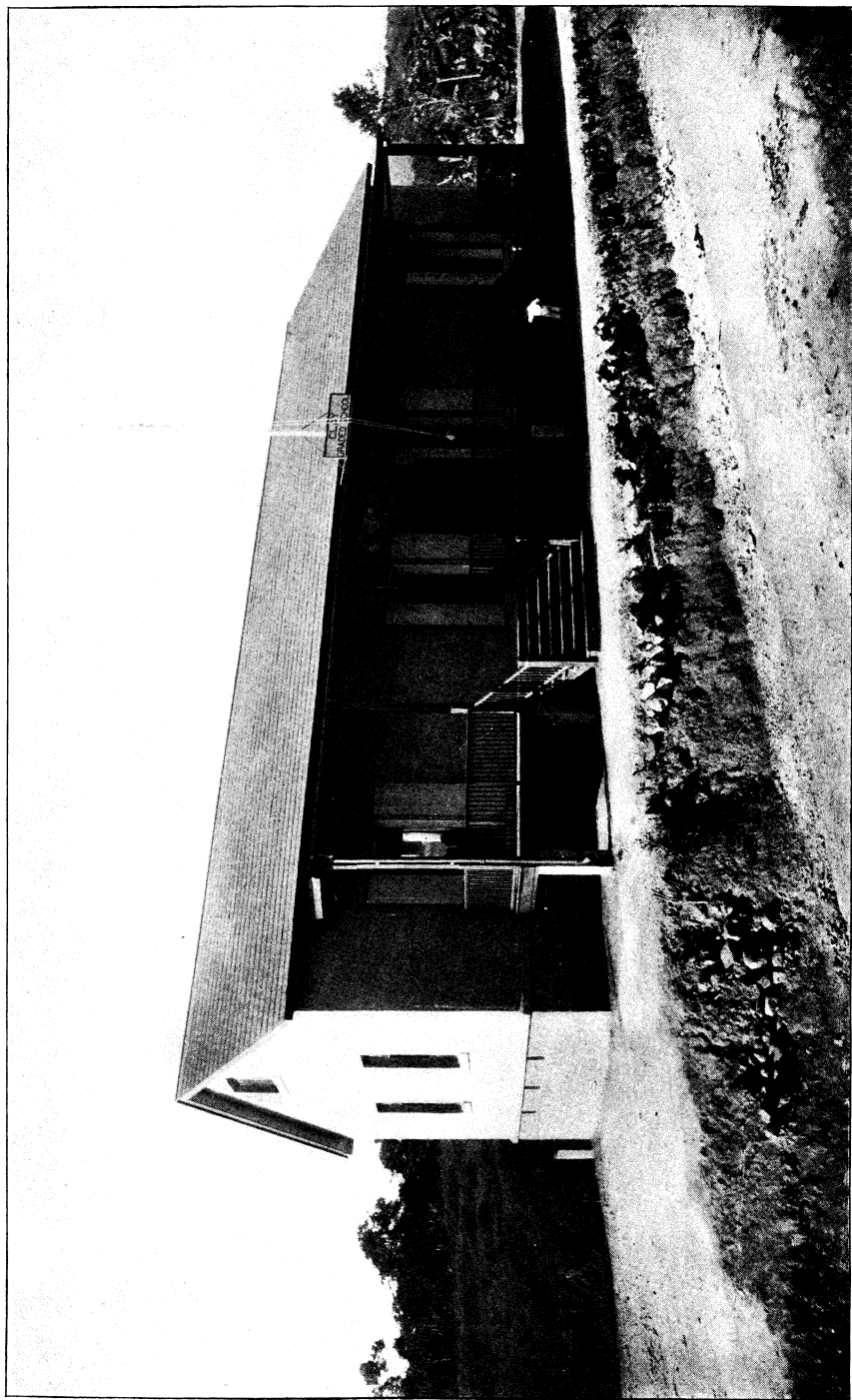
The school boards of Toa Alta and Vega Baja used their best endeavors to secure from these municipalities the 20 per cent for school purposes and the school tax.

The teachers of English do their duty, being models of good work and good will, and only one teacher of English gave me any trouble.

The greatest average in the examination in English was attained by my rural teachers, being 67 per cent, although most of them did not attend the classes of English regularly. This was due to the fact that they have to teach English every day in their respective schools. It is a pity that many teachers did not take advantage of the English classes. To avoid this in future I respectfully ask that you instruct teachers of English to keep a record book, marking the attendance of teachers and granting good marks to those who attend punctually.

The improvement in English is evident. I rejoice to hear the pupils in the country wishing me good morning and asking questions in English when they meet me. All of them are anxious to learn English well. You will see the pupils' work in English this month.

The Porto Rican teachers as a rule have done good work, as is shown by the classification of their pupils, their pupils' work, the enrollment and attendance, and the enthusiasm of some parents who at first did not want to send their children to American schools, not believing in their results and thinking they were good only to teach



CLAY GRADED SCHOOL, LARES.

Built by department of education of Porto Rico. Completed March 31, 1901.





pupils to jump, to march, and to sing. I had to speak prudently and forcibly everywhere to parents, and some teachers also. They now confess we are right; that their pupils learn how to read and to write in months, while with the old methods which they loved so much they needed years; that pupils now fight to go to school, while before, in a great many cases, they did so crying; that pupils now are learning to think for themselves, while there are still some teachers who have to look to another to write an important letter for them.

One of the things I have watched very carefully is my teachers' conduct. On every occasion I have spoken to them on this subject, and I have the pleasure of reporting to you that all my teachers who are receiving certificates desire to become models of good moral character.

All my teachers have had programmes which they have carefully followed. I have visited my schools very often, and on no occasion have I found a school closed after twenty minutes past 9 or before 3 o'clock. There is always an exception, however. One teacher appeared once at 10 o'clock, but I reported this fact and afterwards he became one of the most punctual teachers.

If there are to be substitute teachers in accordance with the provisions of the school law, it would be very convenient that some teachers of my district should be advised to attend the normal school during some months. They are doing their best, but they have not had sufficient opportunities for advancement.

The agricultural schools are the only schools completely equipped. In the graded schools of the towns there are American desks, owing to the generosity of the department of education, for the municipalities of this district are too poor to buy furniture or erect schoolhouses. With 100 more desks the graded schools will have enough.

The department of education has supplied all the necessary books and material for schools. No effort has been spared to give the schools books, flags, maps, globes, etc.

All legal holidays have been duly celebrated; Washington's Birthday and Arbor Day being the most successful.

The agricultural school in my district I do not think has been successful. We had to fight the school board to succeed in erecting a very poor fence without a gate, and at the end of the year there were many plants but little fruit.

Two night schools were opened—one in Vega Baja and the other in Vega Alta. After two months they had to be closed for lack of attendance. There are plantations in Vega Baja and Vega Alta, and the pupils attended the schools until they had to give up going to school on account of the work on the plantations.

Forty-nine of my teachers attended the conferences held in the theater of San Juan. They also attended the exhibit held in the Lincoln School. After this I have had the pleasure of seeing in some schools of my district small exhibits prepared by the teacher himself.

I am pleased to be able to report that all my graded and rural schools are mixed and that I have had no complaints.

There are twice as many children of school age as the schools will hold. In Corozal three large and populous barrios have no schools, and the rural schools there have always a full enrollment and attendance.

In Vega Baja the department opened two new rural schools in March. In a week both were filled up, though one of them is located in a barrio where there is another rural school with full enrollment and very good attendance. In this respect, as in all others, the rural schools of Dorado are the worst of all.

In conclusion, I beg to extend my grateful thanks to you and all the members of the department of education for kindly advice and assistance received.

Respectfully submitted.

ANDRÉS RODRÍGUEZ Y DÍAZ,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

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#### SCHOOL DISTRICT No. 19.

BAYAMON, P. R., *July 1, 1903.*

SIR: It is both a duty and a pleasure to submit the fourth annual report of the public schools of the district of Bayamon.

The work of the schools this year, as compared with that of last, shows not only a steady normal progress on the part of teachers and children but a distinctly marked feeling of interest and enthusiasm among the parents and friends of education—a feeling that has manifested itself very strongly at times in various ways for the betterment of conditions.

Considerable progress is to be noted in the character of buildings furnished by the school boards in the rural districts. Almost without exception they are large, spacious, and moderately well equipped. In some schools in the country districts a patrons' committee has cooperated with the board and furnished, free of cost, many desirable appurtenances, such as filters, clocks, call bells, etc. I am pleased to say that there is no rural school in this district without its little school garden, with flowers and vegetables carefully watered and tended by the children. Within, the rooms are adorned with pictures and engravings of all kinds. We acknowledge gratefully the gift of many pictures sent by the children of the public schools of the city of St. Louis, and 100 handsome lithographs of Thomas Jefferson, enough to supply every school in the district, the generous gift of the St. Louis Jefferson Club.

All of the rural school buildings are rented at present by the school board, and I would recommend that as soon as possible steps be taken for the erection of a certain number of rural schools each year by the board, from a fund to be set aside annually for this purpose.

The dedication of the new graded school building of four rooms at Bayamon, the gift of the department of education, was made the occasion of a magnificent school display. The mayor declared a public holiday, and assembled thousands attended the dedicatory exercises, listening with much interest and attention to the addresses delivered by His Excellency Governor William H. Hunt; Dr. Samuel M. Lindsay, commissioner of education; Hon. José C. Barbosa, and others. The schools furnished a marching line of nearly 2,000 children, and the procession, with the inspiring music of the insular police band and the waving of flags, will be long remembered by all who were present.

Every civic organization in the city was represented by committees, and the triumphal arches and house decorations made a magnificent sight.

By a vote of the ayuntamiento the use of the town hall of Toa Baja has been given to the school board for school purposes next year, and the lower part of the building will be remodeled and rearranged for the use of the kindergarten and primary classes.

The agricultural work in the district will be supplemented by the erection of a new agricultural school at Naranjito, thus filling a long-felt want. The junta escolar has provided for the placing of an American school of three teachers in the town of Bayamon and will furnish a small building for the use of industrial classes.

The town council has also passed a resolution increasing the per cent of receipts available for school purposes from 15 per cent to 20 per cent and levied 1 mill special tax for the erection of a new school building at Cataño and another in Bayamon.

During 1903 we added seven new graded and rural schools to our number and still we need many more. With barrio districts long and wide, schools should be planted at such intervals that children will not be obliged to spend hours in coming from and going to school. With the interest and enthusiasm manifested by the Porto Rican for education it seems a pity that progress should be obliged to wait and linger on the impoverished condition of the municipal treasury.

We could easily put 2,000 more children at school in this district if we had but the means. In spite of the increased per cent for school taxes voted by the municipal council, we regret to say that to properly care for the schools already opened we shall be obliged next year to deny many applications from crowded districts for the opening of new schools. The department has given us all the aid in its power, the taxpayers have done all possible, and still we stand helpless with a situation of suffering that we may not ameliorate staring us in the face.

The enrollment and attendance in some districts has been greatly bettered this year, while in others, from local causes, it has fallen below the normal unit. However, on the whole we are pleased to be able to report a better showing than last year. A peculiar situation confronted this district with the beginning of the work of the construction of the new road from Bayamon to Comerio. The poorer classes along the line of the road found ready employment, and leaving their homes followed the construction, living with their families temporarily in little palm-thatched shacks. Thus one school would lose as many as 20 children, perhaps, while the school in the adjacent barrio would gain 20, and so on down the line of construction in an ever-increasing ratio, playing havoc with regularity of attendance and enrollment. With the completion of the road and the return of the workmen to their homes the strained situation will be relieved.

The work of agriculture has been pursued with decided zest by both teacher and pupils in the school set apart for this experiment in Hato Lejas. From seed furnished from the department rotating crops have been grown throughout the year. Experiments with fertilizers and shade have been tried and much valuable experience has been gained.

The boys cheerfully work in the gardens and the parents are very much pleased with the results. At the beginning of the year we were troubled with theft of the ripening crops, but a vigilance committee, composed of the fathers of the children, was at once organized and since then, through their efforts, nothing has been disturbed on the ground. A special report on this work sent to the department of supervision will serve to illustrate what we are accomplishing.

SPECIAL REPORT, MARCH 11, 1903.

Crops looking well, but the changa is a great hindrance. Fine crop of radishes finished. Crops now in and doing well are beans, three kinds, watermelon, cucumbers, sweet potatoes, peas, lettuce, tomatoes, peppers, parsley, and corn. Nearly one hundred banana plants of various kinds have been planted and are doing well. Five hundred pineapple plants are arranged in beds and growing finely. Continual transplanting is necessary because of the ravages of changa.

Experiments now being tried—guard cup planting with cotton seed; naphthalin in plant bed of cabbage against changa; lime in cucumber beds as fertilizer and insecticide. Fifty boxes have been ordered and will be delivered as needed to try anti-changa experiments.

Tobacco culture under cloth and especial fertilizer experiments in the forcing of growth have been tried with excellent results. Taken all in all, the agricultural work in the district has not only been fraught with good results, but more, it has attracted the attention of the small truck farmers in the neighborhood, and they have greatly profited from much of the work of the school.

Our district has used much material in its educational development, we trust, with fair results. Following out the ideas of the commissioner, we deemed it better to send out every available book on an educative mission rather than to let it lie inert in our warehouse. We have also used very freely of the paper, pencils, ink, rulers, etc., furnished us by the department. Considering the results that have been given us by the schools in the marked improvement of work, as evidenced by specimens for the exposition in Bayamon, neither books nor material have been neglected or wasted.

Evening school work has been restricted to the town of Catano, where two teachers have been at work with good results during the entire year. The Spanish classes have been well attended and the pupils have gained much. The English classes have also been successful, the good attendance attesting the enthusiasm of both pupils and teacher.

In this connection I might state that a special class devoted to drawing and clay modeling has been in successful operation in the same school at Catano for some months, the teacher, an old instructor in the normal school under the Spanish régime, giving his services gratuitously, and the expense of equipment and material being cheerfully provided for by private subscription.

It is my pleasurable duty to again present to the commissioner the very efficient service rendered by the board of education of this district.

The past year witnessed a change in the membership of the board, but I am pleased to state that the present board has endeavored to exceed the good work of last year's board. New equipment has been provided, needed reforms have been instituted, and the individual members have vied with each other in their devotion to the self-sacrificing interests of their work. The orders of the department have not only been met in the most kindly spirit, but the accomplishment of each desire has been made a special charge.

The teachers of this district as a whole have faithfully labored to carry out the instructions of the department and the superintendent and to do honest, efficient work.

Our supervision has been as close as the great amount of territory which we have to cover would permit. As in other years, by means of regular monthly visits, grade meetings, and special model classes and institutes, we have reached the great bulk of our workers.

Very early in the year we met the necessity of combining as much pedagogical training with our supervision as we could possibly crowd into the fair measure of time allotted to each monthly visit, and perhaps a brief history of the work pursued may be interesting.

Once a month there was placed in the hands of each teacher a written list of faults that needed correction in that particular school, as well as suggestions offered for the betterment of existing conditions. For instance, here are some of the suggestions:

1. Each pupil should study independently of his neighbor. Do not permit copying.
2. Show your children how to study. They need your help to the end that no time may be wasted.

3. The teacher should prepare every lesson before attempting to teach it.  
 4. Speak to your pupils in a natural tone of voice. Encourage a cheerful spirit in all school work.

5. Remember that children are children and need assistance in many ways; but that the most valuable work for a pupil under wise guidance is the work which he does for himself.

6. What your children grow to be is worth more than what they live to know. This will give a fair idea of the range of the suggestions. The criticisms, a few, were these:

Do not work on your school records and reports during school hours.

Keep your classes supplied with proper work. Have a carefully prepared programme and follow it closely.

Talk little and in a natural tone of voice, but do much in school.

Do not allow pointless corrections by pupils.

Do not permit irrelevant questions.

Do not wander from the subject-matter of your recitation.

Do not dwell upon what pupils already know.

Do not stop class work to attend to an individual case of discipline save where absolutely necessary.

In the work of bettering the schools, especially the rural schools, early in the year we gave this order:

If our rural teachers will teach well reading, writing, and arithmetic, with geography and history in appropriate grades once a week, this is all that the commissioner will expect us to do.

We found this suggestion necessary because very frequently we meet rural schools whose daily programme might serve as a model for that of a university.

Concerning methods, we began with the work in reading. By means of grade meetings and model classes we reconstructed the work, so that to-day a fair measure of really excellent expression in the reading lessons may be met throughout the district. It is a pleasure to hear some of the classes read. In passing by one of the rural schools near the pueblo a short time ago I encountered a great crowd gathered about the door. Quietly dismounting I stood on the outskirts of the group to see what attracted their attention. A little fellow in one of the classes was reading a humorous extract from the day's lesson, and he so entered into the spirit of his work and with such excellent expression and such perfect mimicry that the audience outside applauded and stayed interestedly until the close of the work of the class. This was a rural school, and I am pleased to say in behalf of our faithful workers that we have many such in the district.

Arithmetic has also had its share of attention. We have endeavored to supplant the labored manipulation in mechanical processes and aimless groping in concrete work with rapidity of action and clear-cut logical reasoning in practical problems.

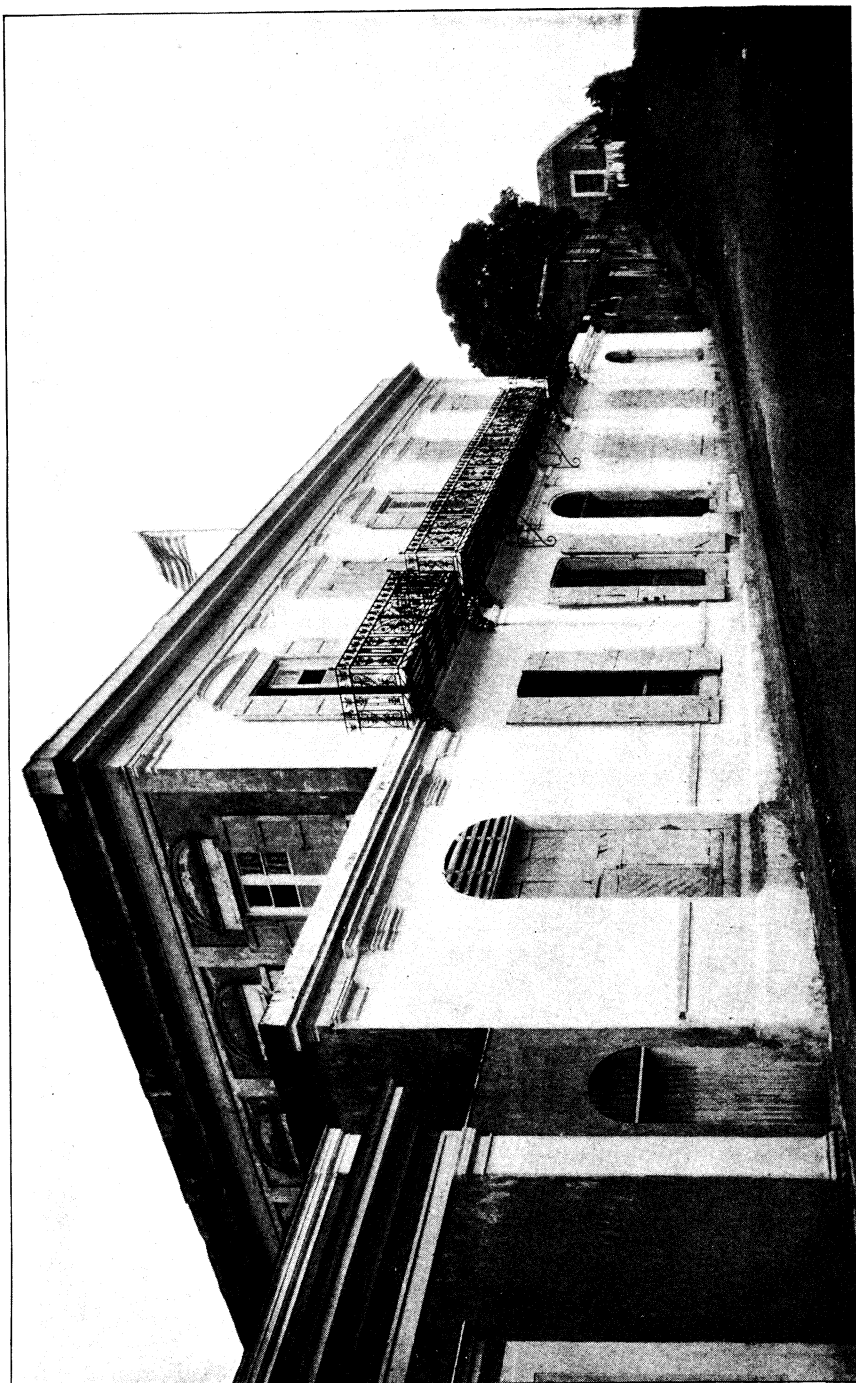
In writing the teachers have been assiduous in the correction of individual errors, and by this means a general uniformity of excellence has been attained.

Geography has been well taught and considerable attention has been paid to map work.

We have carried, in some localities, special developments that the teachers have been particularly interested in, and we have allowed full play to educational thought and action where well limited and well directed along pedagogical lines. We have aimed strongly in our work to develop thought and form correct habits. As before expressed, the formation of character is the thing aimed at, and though at times the full measure of grade work has not been completed, I am pleased to say that the work of character building as best understood by our teachers has never halted.

The English examinations have come and gone, leaving not as was thought a horrible nightmare, but rather a feeling of interest and security. The results of the examination, though not as satisfactory as we had hoped to have had them, still on the whole were generally good. The teachers came to classes regularly, be it said to their credit, without threats or entreaties. Out of about sixty, sixteen failed to reach the required standard. Some surprisingly high per cents were gotten by those who studied faithfully and earnestly. And the district received the first prize in the graded teachers' class, as well as honorable mention in the rural teachers' class. The rural teachers deserve much credit for the interest shown by their attendance in the classes, some of them coming miles over almost impassable roads, wading streams, and crossing mountains. In marked contrast to this earnestness and assiduity was the negligence and indifference of another class, who with advantages at their door failed to avail themselves of excellent privileges and opportunities, and what is far worse neglected preparation and study.

The examination was merely a voluntary test given by the department, which in



SAN GERMAN GRADED SCHOOL.



no way affected a teacher's certificate; but the junta escolar of this municipality has decided by resolution that no teacher who received a mark lower than that set by the department in this examination may teach in this district next year until he or she shall have made good the deficiency. And to this end a special examination will be given in the month of September before the beginning of the first term of the new school year, in which all those who failed must participate to the end that their per cents may be bettered. There is, consequently, just now a special interest in English being manifested by those who before fondly imagined that they might overlook a duty.

This district held its first annual exposition of school work this year. We are all firm believers in the school exhibit, and this valuable feature of the year's educational fruitage had the loyal support of graded and rural teachers alike. Owing to the lack of available space, our exposition was restricted to the work of the graded schools, and of these sixteen sent in work in language, history, arithmetic, geography, drawing, clay modeling, paper model making, color work, etc.

The work exhibited was certainly a credit to the teachers. The mechanical phase was really a surprise to me. The writing was neat, clear cut, and legible. The good effect of the change of system this year showed itself in the excellence of the results, and there was a noticeable uniformity that was pleasing because it marked a general struggle for perfection.

The plan of exhibit which placed the work of similar grades side by side irrespective of towns brought this out to a marked degree. The value of the meeting was greatly enhanced by the presence of the commissioner and the inspector-general, the former delivering an address abounding in timely advice and valuable suggestions, and the latter discussing the practical side of the display in a strong argument. Hon. José C. Barbosa also delivered an eloquent oration on patriotism in education. There is no need here to dwell upon the value of the exhibit. It suffices to say that it furnished the teachers of the entire district with a common ground for interchange of thought, brightening of ideas, stimulating of energies, comparison of methods, forming of acquaintanceships, and promotion of confidence that no other phase could give.

The American visitors commented upon the positive signs of awakening and the rapidity of development, as well as the general excellence of the work. A prominent Pennsylvania educator, after spending some hours in a critical examination, said: "Well, it surpasses my understanding how Porto Rico produces such work in five years of training. What will she do in ten?"

I would respectfully recommend the compilation of a special course of study for rural schools. The need is so self-evident as to require no discussion here.

A uniform programme of both graded and rural schools would give golden fruitage in economy of time and value of results.

A department examination set for the various grades above the fourth and given at the close of the year to the various districts would result to a certain degree in giving uniformity to the annual certificates with which pupils now pass from grade to grade.

I am pleased to state that the work of public education in the Bayamon district is ably supplemented by a colegio conducted by the Catholic Sisters of Charity, who have nearly one hundred children under their charge, mostly internes or homeless orphans, who are clothed, fed, and taught.

The Church of Christ has also a Protestant orphan asylum for girls, where over fifty little ones are well cared for and educated along strong, rational lines. The school connected with this institution is in charge of a capable, experienced teacher from the States, and much good is being accomplished.

In conclusion, I beg leave to return thanks to the Department for its kindly sympathy and support during the past year.

Respectfully submitted.

O. H. WOOD,  
*Superintendent of Schools.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

## EXHIBIT III.

## REPORTS ON SPECIAL SCHOOLS AND ON SPECIAL WORK.

## INSULAR NORMAL SCHOOL.

## REPORT OF THE PRINCIPAL.

RIO PIEDRAS, P. R., *July 6, 1903.*

SIR: I have the honor to submit to you the following report on the work of the insular normal school for the fiscal year commencing July 1, 1902, and ending June 30, 1903, this work embracing the summer school for teachers of 1902 and the regular normal term of nine months commencing September 29, 1902.

The summer school for teachers opened July 7, 1902, and continued eight weeks. The object of this school was to make the teachers of the lowest grade in our schools more thorough in arithmetic, American history, English language, Spanish grammar, geography, and pedagogy; to give them eight weeks of practice in the best methods of teaching these studies, and new work in physiology and physics. To this end all teachers of this grade were offered certificates which would entitle them to teach the next higher grade in school work, provided they passed examination in all these studies with an average of 70 per cent, and if receiving this average they did not fall below 50 per cent in any single study. This offer was sent out from the normal school in March, with the offer of text-books on physiology and physics to all who would immediately apply for admission to this summer school and would study to prepare themselves beforehand for the work.

In response to this call there were 309 applications. Six hundred and eighteen books were immediately mailed to these applicants by the department of education, and then was commenced a correspondence between the principal of the normal school and each of these teachers, resulting in the grouping of them in proper classes by mail, and the organization of the school before its arrival, so that all the time of the eight weeks could be devoted to class work. This was so far accomplished that the school was in running order two hours after its opening, with all books issued and all classes in working condition.

But I must confess that all applicants were not present. As is usual in Porto Rico, we had encountered at the outset the obstacle of poverty, and although 309 had hoped to be present and had studied to this end, only 204 could raise the money necessary for travel and board. Of this number, too, some had over-estimated their financial ability or the promises of friends—or their strength to continue the severe course of study during the heat of the summer—and 30 gradually dropped from the list, leaving 174 present at the final examinations. Only 21 of these failed to reach the required 70 per cent, and 153 were made happy by the receipt of certificates to teach a graded school.

Of this work of this school I desire to speak in terms of unqualified praise. Both professors and pupils were zealous and enthusiastic to the end of the term. Never have I seen pupils work harder or submit to greater privations in the effort to improve themselves, and our professors—4 Porto Ricans and 5 Americans—worked faithfully to the same end.

The physical exercises, with the use of the douche bath, which we worked rapidly to introduce into this course, was received well and used with keen appreciation by both men and women. All things conspired to make this short course for teachers profitable to themselves and highly beneficial to the educational interests of the island in general. But while I write this I should not be doing my whole duty if, at the same time, I did not note that there is an opposite point of view to be taken account of in a summer school of this character, and it is this: Short-term schools, with the same rewards attached as are given for the long term of the regular normal course, place the latter in an unfavorable light to the eyes of the would-be teacher. True, the graduates of these short-term schools do not receive just the same standing in the community, and students in these schools do not receive certificates for what they actually acquire of knowledge during the eight weeks but for what they have previously learned; yet it is too difficult to insist upon or direct the previously acquired knowledge, and the continuation of these summer schools as a regular institution would ultimately place them in unfair competition with the regular long term.

The regular normal school term commenced September 29, 1902, the school having been largely organized by correspondence during the summer session. In the class of the third year 5 presented themselves who were admitted by certificates of pro-



motion from the last examinations of the second year. In the class of the second year 21 were present, who were admitted by similar certificates. In the class of the first year there were 60 applicants, part of whom were admitted by certificates from the preparatory class of the previous year and part by examinations. Those who were not able to pass these examinations of the first year constituted, as heretofore it has been the practice, the preparatory year class. This class numbered 50 at the opening of the term, and more were added during the first few months, while some dropped out from illness or inability, and others had to be sent out as they were found to be unprepared.

The whole work of this year has been an advance over that of last year, with such an effort to raise the standard as was practicable without discouragement. For example, last year the preparatory class was only required to reach fractions in arithmetic and the first-year class to commence with fractions, with a corresponding fitness in other studies. This year the preparatory class was required to finish fractions and the first year to understand them sufficiently to pass them rapidly in review and commence with weights and measures, to complete the text-book in use, to complete the Spanish grammar, and to make corresponding progress in other studies, with the daily study of English; also to take music and drawing, with physical exercises and bathing. The second-year class was required to continue the daily study of English, to review arithmetic with special reference to practice, to continue music, drawing, and physical exercises, and to take up algebra, physical geography, European history, botany, rhetoric, and civil government, with pedagogy and practice teaching in the model school after the 1st of March. The third-year class continued English, algebra, practice in arithmetic, music, drawing, and physical exercises, with practice teaching and pedagogy at the model school, and took up geometry, physics, chemistry, Spanish literature, psychology, and political economy.

The results of the work in the several classes are as follows: The third-year class graduated 4 of its 5 members on September 25, 1903, the commissioner of education being present and bestowing the diplomas. From the second-year class of 21 members 1 had to be sent back to the first year, 4 left during the term from illness or want of funds, and 16 remained at the close of the school, of whom 13 passed examinations and received certificates of promotion. From the first-year class of 61 members 6 were sent back to do the work of the preparatory year, 8 left during the term, 48 remained at the close of the school, 31 passed the examinations, and 17 failed. The preparatory class of 50 members received additions during the first half of the term, and lost many of its pupils during the term from various causes. In all, 67 pupils were received into it during the year, of whom 12 had to be sent from the school as unprepared, 15 left before the end of the year, 46 remained for examinations, but only 6 received certificates of promotion.

The explanation of the failure on the part of this class is not made by saying that they were not prepared for the work of the first year, according to the standard understood at the commencement of the term, for the majority of them were better prepared than those last admitted; but it is necessary to state that the standard of entrance into the normal school was raised during the term, or immediately following legislative action, making the normal school a part of the University of Porto Rico. I regret to speak of this, but my report would not be just without it. For the standard thus found necessary at the close of our term, our pupils of the preparatory year were not prepared. At the same time I recognize the necessity for a constant advance in our standard, only regretting that it should have been made in a way so discouraging to some of our pupils. In all our other classes we have obtained good results. The work of the year has been a profitable one.

Thanking you for the kindness and consideration you have uniformly shown me, and with the deepest interest in this institution, I am, very respectfully yours,

W. G. TODD,  
*Principal Insular Normal School.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

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#### REPORT OF THE PRINCIPAL OF THE PRACTICE SCHOOL.

RIO PIEDRAS, P. R., *July 1, 1903.*

SIR: On February 25, 1903, the practice school opened with the lowest four grades only, on the understanding that such children should be admitted as could carry on all their studies in English. The capacity of the school was 60, and the total enrollment has been 58.

The only classes in which Spanish was used were those taught by the pupil teachers from the normal school. All the students from the second and third year classes have been assigned to practice teaching. They have taught reading, writing, arithmetic, geography, nature study, and the history and mythology suggested in Group IV of the official course of study. Special emphasis has been placed on nature study, as teachers from all over the island find themselves unprepared to teach that subject.

To the surprise and pleasure of the critic teachers, much enthusiasm was aroused among both pupil teachers and children in the three months' course. It touched upon the animals, plants, and shells nearest at hand, and included an excursion to the parque, where children and pupil teachers vied with each other in gathering specimens to be used in class. The pupil teachers suffer from youthfulness and the lack of broad foundation in their own education, but on the whole they have shown zeal for the work and improvement in the art of teaching.

This school is not only a practice school, but serves also as an experiment station. This year the experiments have been confined to work in agriculture under Mr. Pennock, in manual training under Miss Mowry, and a school savings bank. The boys and girls of all grades have their own gardens, and in this short term have succeeded in harvesting certain small crops. They have asked the privilege of working in the garden through the summer vacation.

In manual training, besides work in clay and in cardboard, the children have done some creditable work in basketry, adapting as far as possible the native palm and maguey. Next year courses will be offered in elementary knife work and sewing.

A school savings bank was opened in April. Forty children have deposited \$37 in the penny provident fund, and eighteen of these have already opened accounts in the Banco Popular, of San Juan.

Next year the school will comprise eight grades and a kindergarten. Children recommended in English have already presented a sufficient number of applications to warrant opening the lowest seven grades. I presume the students from various parts of the island needing a year of special preparation to enter the normal school will make up the eighth grade.

Praise is due to Miss Mowry, teacher of the first and second grades, and Miss Hoffman, of the third and fourth grades, for faithful work and willing spirit, not only in the regular work of the grades, but also as special teachers and critic teachers.

Very respectfully, yours,

SUSAN D. HUNTINGDON,  
*Principal of Practice School.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

#### REPORT OF THE TEACHER OF AGRICULTURE AND NATURE STUDY.

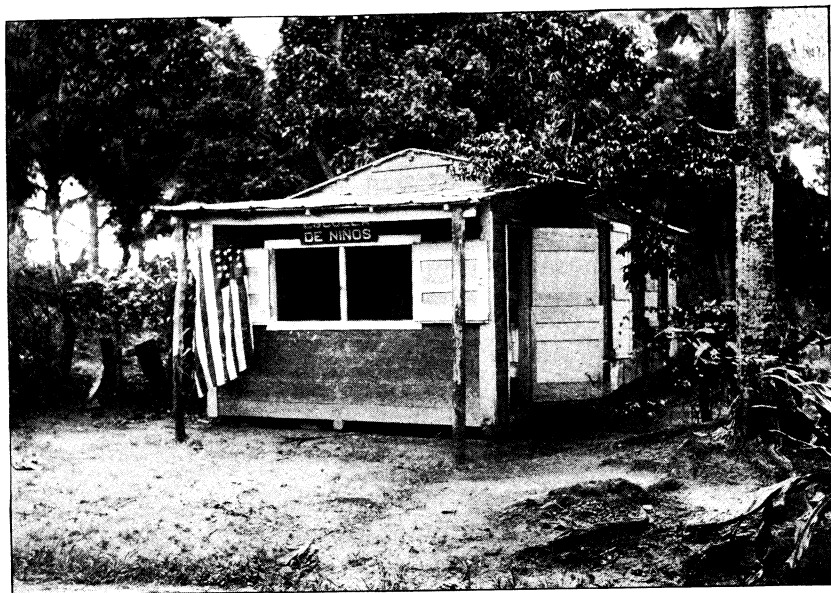
RIO PIEDRAS, P. R., *June 23, 1903.*

SIR: As a result of a tour of inspection of the rural agricultural schools of the island, which I made for the department in May and June of last year, it was decided to appoint a number of Porto Rican teachers to conduct these schools during the school year of 1902-3, who should have the certificates of graded teachers, be nominated for the position by the local board and the district school superintendent, and pass a creditable examination at a summer course in agriculture which you appointed me to conduct.

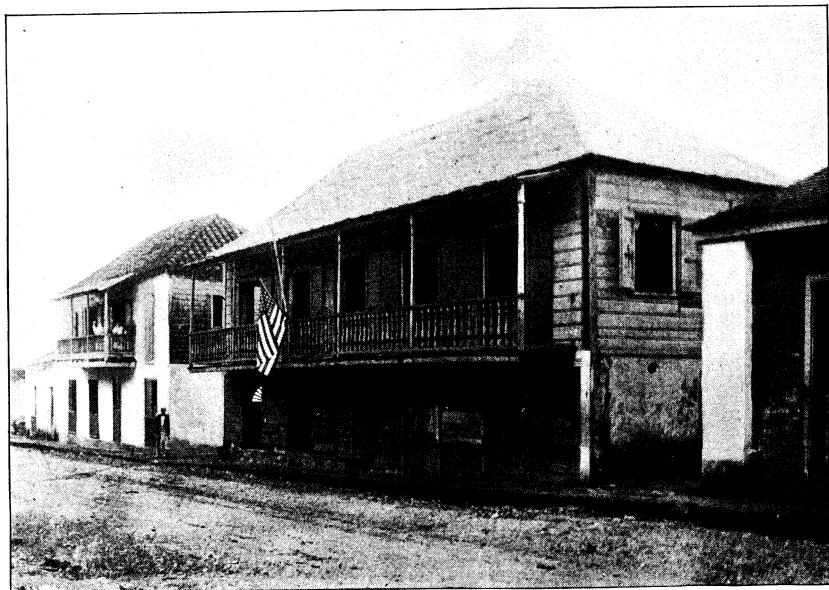
This was held in the insular normal school at Rio Piedras from September 4 to 17, inclusive, and was attended by 13 teachers, 3 of whom were Americans and the other 10 Porto Ricans, qualified as stated above.

The work comprised a brief study of the leading principles and operations of agriculture and horticulture, the composition and formation of soils and manures, the growth of the plant, methods of plant propagation, the cultivation, drainage, and irrigation of soils, etc., together with a consideration of the more important crops of the West Indies. The text-books used were *Agricultura Tropical*, the original work by Dr. A. Nicholls in English, together with numerous bulletins of the Department of Agriculture at Washington, which have a direct bearing upon the agricultural problems of Porto Rico, such as *Coffee Shade*, by Professor Cook.

A school garden was being established upon the normal school grounds, which afforded an opportunity for the class to consider the best means of laying out a garden, to see the operation of subsoil plowing, and to have some practice in the use of such light hand tools as were used in the school gardens. Regular instruction was given in physical exercises, and a few lessons, as time permitted, in nature study.



RIO PIEDRAS RURAL SCHOOL.



RIO PIEDRAS GRADED SCHOOL



Following this brief course of instruction and the examination which was given on the work done, a three days' conference of all the agricultural teachers was held. This consisted in part of addresses upon important subjects by authorities upon them, such as the address upon *Physica in its Relation to Agriculture*, by Professor Rosell and that by Mr. William H. Alexander on the work of the United States Weather Bureau; and in part of papers prepared by the teachers themselves, each one furnishing an address upon some topic vital to the agricultural school. The papers or addresses were followed by brief discussions.

These sessions were deeply interesting to those engaged, and must have had a helpful influence upon the subsequent work of these teachers.

The garden of the normal school was established, first, to teach simple gardening and farming operations to the pupils; second, to furnish a field for the convenient observation of the life history of species of plants and animals (chiefly insects) of economic importance; third, for conducting experiments with crops and agricultural operations new to Porto Rico—in other words, to form the nucleus of an agricultural experiment station where students can participate in simple investigations, such as the value of new food, forage and fiber plants.

The first step was to choose a site convenient to the building erected as an agricultural school, which has been employed as a kindergarten. About an acre of land was cleared of stumps, plowed, and inclosed by a wire fence. The soil being particularly poor, it was fertilized. Inside the fence a double row of bananas and plantains of various kinds were planted for the purpose of breaking, to some degree, the force of the sea breeze, so harmful to many of the finer crops. Surface ditches were arranged to carry off the surplus water.

A small tool house was constructed where are stored the plow, harrow, horse cultivator, wheelbarrows, hoes, rakes, and other hand tools needed for various kinds of garden work. No garden work was given to the normal school pupils, owing to their having a full course of study without it. The writer, who gave a course in nature study to the students of the preparatory year, used the garden as a source of supply for specimens for the study of plants and animals, as well as for an illustration in the brief lessons upon fruit and vegetable crops suitable for a home garden, which formed a part of the course.

The drawing of a plan of the school garden with the location of ditches and the most important crops, formed a portion of one of the monthly examinations of the class.

Classes in gardening were established for the practice school soon after it was opened. The keen interest shown on the part of all the students, girls as well as boys, and the progress made by these children in the work, so useful and so health-giving, is calculated to dissipate any doubts which may have existed as to the practicability and desirability of introducing it into all the graded schools of the island. This desideratum can, of course, only be reached as means will permit and as especially trained teachers can be obtained.

The number in a class never exceeded 20. In the first and second grades the boys and girls were taught together. In the third and fourth grades the sexes were taught in separate classes. This seemed better, as the work was new to most of them, and the older girls took up the work better by themselves than in mixed classes. The pupils were marched from the practice school to the tool house, usually in double column. Lieutenants were elected to direct the marching and assist in giving out the tools, and in inspecting them at the close of the work period.

The seed was usually given to the pupils in packets at the tool house. The crops grown were radishes, lettuce, beets, lima beans, snap beans, sweet potatoes, corn, cucumbers, melons, and cotton for vegetables; and vincas, nasturtiums, cypress vines, morning glory, carnations, and a few other varieties of flowers. Beans and radishes were the only variety of vegetables which matured before the close of the school term, and these were taken home or sold. They were encouraged to deposit their earnings in the school savings bank established by Miss Susan D. Huntingdon, the principal of the practice school, thus developing the consciousness of earning and the satisfaction of saving at the same time.

As most of the pupils desired to reap the crops which they had sown, arrangements were made for them to come to the garden once a week, during the summer vacation, under instruction.

When rain prevented field work the period designed for garden work has been devoted to some branch of nature study or to a consideration of plans for garden work. Excellent drawings were made by many of the pupils of the school garden and its general crops before their special work began. A part of this instruction has been to study the animals as related to man—which are injurious and which beneficial. The grillotalpa, or mole cricket, which is so destructive to many vege-

tables in the sandy lands of the north coast of Porto Rico, furnishes an excellent example of the intimate relationship subsisting between soil conditions, plants, animals, and man.

The children having lost many plants by the ravages of this pest, were easily interested in the conditions favorable and unfavorable for its existence. They studied the birds and lizards which destroyed their young and the ants which eat their eggs. They examined with interest the mongoose, trapped in the garden, which eats so many birds and birds' eggs, and hence, indirectly, is a friend of the mole cricket, or *changa*, and the enemy of man. Examining the strong front feet of the mole cricket and his powerful mouth parts, they clearly understood how he can so readily tunnel through our loose soils and commit such dire havoc among the tender plant stems.

The bananas (five varieties) and plantains planted in the month of August last have made a satisfactory growth. The dwarf variety, the earliest to mature, is now beginning to bear, and the larger growing varieties are rapidly approaching maturity. A few hundred rough lemon trees, the seeds of which were planted in the early fall, have made a good growth and will furnish stock for the citrus fruits needed on the university farm. Pineapples of the smooth Cayenne and Cabezona varieties have been established on the eastern border of the garden, inside the fence, and along the same fence a row of aguacate trees.

The garden experiments in growing sea-island cotton indicate a probability that it may in time become a staple crop in certain sections of the island. The first crop, given within six months of planting, yielded at the rate of 1,200 pounds of uncleaned seed to the acre, and at this writing the same plants, which were cut back and re-fertilized, are maturing another crop, which bids fair to be as large as the first and which will mature within a year of planting.

Tobacco has grown well with the protection of the banana, and, sheltered by cheese cloth, still better. The variety grown was Cuban, from the Vuelta Abajo region. We have produced about 4 pounds of choice seed for distribution among the agricultural schools. Tomatoes are difficult to raise at Rio Piedras under present conditions in the school garden. Besides the *changa*, which is particularly fond of this vegetable, they are soon attacked by a bacterial disease, a successful remedy for which has not yet been found. Radishes have done well. Watermelons from northern seed do fairly well when the soil is fertilized. They, too, are subject to a disease, apparently bacterial in character, and do not continue long in bearing. Eggplants do well in the school garden, if they escape the grillotalpa and have high fertilization and cultivation. Cabbage does fairly well when the ground is kept rich and guarded from the mole cricket. Beans do fairly well. Cucumbers produce for a short season, but need irrigation in the winter. The same may be said of many other fine vegetables. Yams have been planted—all the leading varieties grown in Porto Rico—and are doing well. They do not appear to suffer from insect enemies and are well adapted to the soil of the university farm and local climatic conditions. The same may be said of the four varieties of West Indian sweet potatoes, to which considerable space is devoted in the garden. They are easily grown and produce a large return. Cassava grows well also. Of the plants which have been so far tried in the school garden for green manuring, velvet beans give by far the best results. They are not seriously affected by the mole cricket, and make a great growth of root, vine, and seed. The cowpea, in the single trial made, did not flourish.

The grounds of the university have been furnished with a considerable number of ornamental plants and trees from nurseries and the propagation beds of the school garden, and this branch of its usefulness can be greatly increased if a water supply is furnished.

With a full school year's course of garden work for the pupils of the practice school, with a course for the rural teachers who are to study at the normal school and somewhat more complete facilities for work in the school garden, in the nature course and upon the grounds, the writer hopes to be able to show better results in the coming year than was possible during the pioneer conditions of the one now closed.

As there is no manual of the plants of Porto Rico which is anything like complete, an herbarium of named specimens of plants would be of great value. There should be two aquariums for the study of fresh and salt water fish, animals, and aquatic plants. Also a modern beehive with a swarm of bees should be secured that the pupils may study the life history of these useful insects.

Very respectfully, yours,

F. M. PENNOCK.

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

## REPORTS OF THE HIGH AND GRADED SCHOOLS.

## SAN JUAN HIGH AND GRADED SCHOOL.

SAN JUAN, *August 1, 1903.*

SIR: The opening of the fourth year of the San Juan High and Graded School, September 29, with an enrollment the first day of 235 old pupils, has seen its accommodations largely increased by the addition of the rooms formerly occupied by the Federal court. These have been arranged to meet the requirements by the removal and erection of new partitions. While these meet our present demands, we shall find ourselves again cramped for space in September, with the promotion of the eighth grade and new pupils seeking admission. The laboratory will require larger quarters and more apparatus. If it were possible in the near future to remove the high schools to a separate building or to connect the Spanish high school with the graded schools of the city, conducting their courses in the Castilian language, it would be a great help in solving the problem of admission of children of Porto Rican and Spanish parentage who wish their education in English. The work could be better arranged and many perplexing problems would be solved.

A new first primary, for which there was a most pressing need, was duly installed. It is only by hard and efficient work with the lower grades in English that we can expect to have good material for future English high-school work, and as the parents are most anxious that the children should begin at the earliest age possible to learn the language which the fortune of war has to a certain extent imposed upon them, there must be given the opportunity for such acquirement, and one first primary grade was never sufficient to meet the demands, nor are two, for scarcely a day passes that one or more applicants are not refused. The parents leave reluctantly and always with the request that if any vacancy should occur they may be notified, promising that if the favor can be granted the child will be most faithful in its attendance.

As a result of the addition, the first and sixth grades were transferred from their old quarters to the assembly hall, and the remaining space not occupied was filled with seats to accommodate all the children at the opening exercises.

Assembly hall has been much improved in its appearance by the replacing of broken glass with new in the old cabinet cases which formerly belonged to the Spanish institute. The entire collection has been cleaned and rearranged.

Four old cases which for two years had stood in the corridors were removed to the new storeroom, thus adding greatly to the appearance of the patio, besides being made useful as a depository for supplies.

The addition of a teachers' retiring room met a long-felt need, for in case of accident or sudden illness among the pupils there had been previously no accommodation.

At the beginning of the year the Borinquen Club, a literary society which comprised, as formerly, the two high schools, was reorganized. In February it was decided by the members of the faculty that it would be wise to separate the English from the Spanish high school, as it was felt that as so many students of the English high school did not understand the Castilian language, for effective work a withdrawal and formation of a new society should be made. The formal separation took place in February, as one of the Porto Rican high-school boys expressed it, "by the decree of the supreme court of the San Juan High and Graded School, from which there is no appeal; so be conformable to your fate."

The fifth, sixth, seventh, and eighth grades have united once a month to hold literary exercises, which have been productive of much good.

The first two years of the existence of the school we had no library, and we felt that something must be done to meet the demand. Last year, under my predecessor, Mr. O. B. Kern, an entertainment was given at the theater which netted the sum of \$125, which was expended for books.

The department of education added about \$30 worth to the collection, and so we were able to make a modest beginning. Soon after the opening of our first term the question was repeatedly asked, "When shall we have more books? May we have another entertainment?" It seemed the best opportunity in the world to teach these boys and girls that they could by united effort do something for themselves. They were most enthusiastic over the proposed entertainment and the Porto Ricans vied with the Americans in seeing who could do the most. They even went to the extent of cutting palms, shouldering them and carrying them to the theater. They worked hard in decorating, and the result was most satisfactory. Owing to the kindness of his excellency the governor, the mayor of San Juan, Mr. Sifre, and the assistant commissioner of education our expenses were very small, and when all accounts were

settled we found that we had \$150 to expend in books. The delight of the pupils was unbounded and they are now enjoying the fruits of their labor.

The dollars are not to be considered as the greatest gain in this entertainment, but rather the spirit of unity and harmony which was engendered by a mutual concession to the feelings and desires of each race as they worked for a common object, and which is such an important factor in the building, developing, and uplifting of the moral and spiritual nature.

The pupils of the seventh grade were so desirous of having the walls of their room adorned with pictures that they clubbed together and bought quite a collection, which they arranged themselves and which gives to the room quite an attractive appearance.

The baseball team was reorganized at the beginning of the year, and the members have been quite enthusiastic, playing at various times against the teams of other schools of the city.

The several legal holidays have been celebrated with appropriate exercises. The day before Thanksgiving we were favored with a short address by Mr. E. W. Lord, assistant commissioner of education, and on Arbor Day by Dr. Rosell and Señor Matienzo Cintrón.

Our average attendance for the year, which is 94 per cent, will, I believe, compare favorably with any school in the States of the same size. Some of the grades have had as high as 99 per cent a month, and they have taken great pride in their ranking.

The opening of the fifth year of the school will find us with a class for graduation of five young men, who can not be commended too warmly for their faithfulness, efficiency in their work, their interest in the advancement of the school, and loyalty to their principal. José Capó is from Guayama, Salvador Giuliani from the island of Vieques, and there are three students from the capital—Rafael Vidal, Julio Castro, and Augusto Palmer. The latter has been a most invaluable assistant in the library. No better students in every respect could be found anywhere, and we hope for more of the same caliber.

I recommend for the coming scholastic year that there shall be a third and a fourth grade under separate teachers, and not combined as heretofore. It seems to me an imperative necessity.

Sloyd should be eliminated. Our equipment consists of only nine benches, which makes the small division very inconvenient in the work of the several grades which have received instruction. While I fully appreciate the great advantages accruing from a thorough course in manual training, I do not think, under present circumstances, that the work should be continued. It should be transferred to the industrial school, which is well equipped and has most competent instruction.

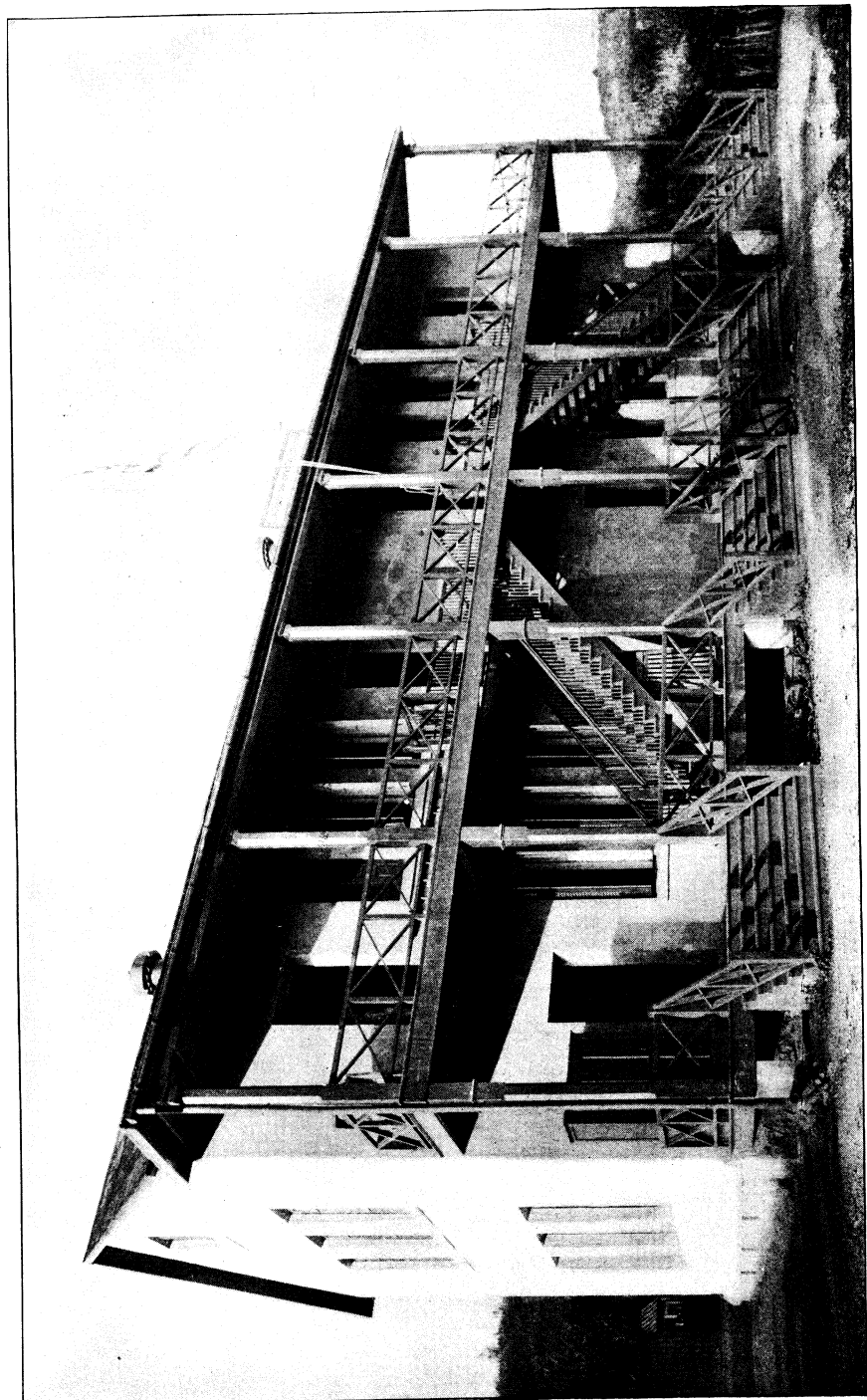
I should also like to see some system of drawing adopted, as I believe that we should have better results in that department.

I wish in this report to call the attention of the department of education to the necessity of a revision of the high-school course. It is altogether too heavy, and some studies should be dropped. This would be better understood if the heads of the department could frequently visit the schoolroom and see the daily work in its actual progress. It would also be a source of inspiration to both teachers and pupils. Unless engaged in teaching one can not comprehend all of the difficulties which are to be encountered in placing English text-books in the hands of Spanish-speaking students who are struggling with a foreign language, and while it is desirable to have our standard on an equal footing with any American high school, no more work should be undertaken than can be thoroughly accomplished. Considering all adverse circumstances, the teachers unanimously feel that the results have been beyond their expectations. With few exceptions the pupils are studious and to be commended for punctuality and regularity in attendance. There are many days in which, with an enrollment of 347, not a single pupil is tardy either at the morning or afternoon session.

The teachers have most earnestly endeavored to place before them high ideals and pure conceptions, and to be helpful to them in every way possible.

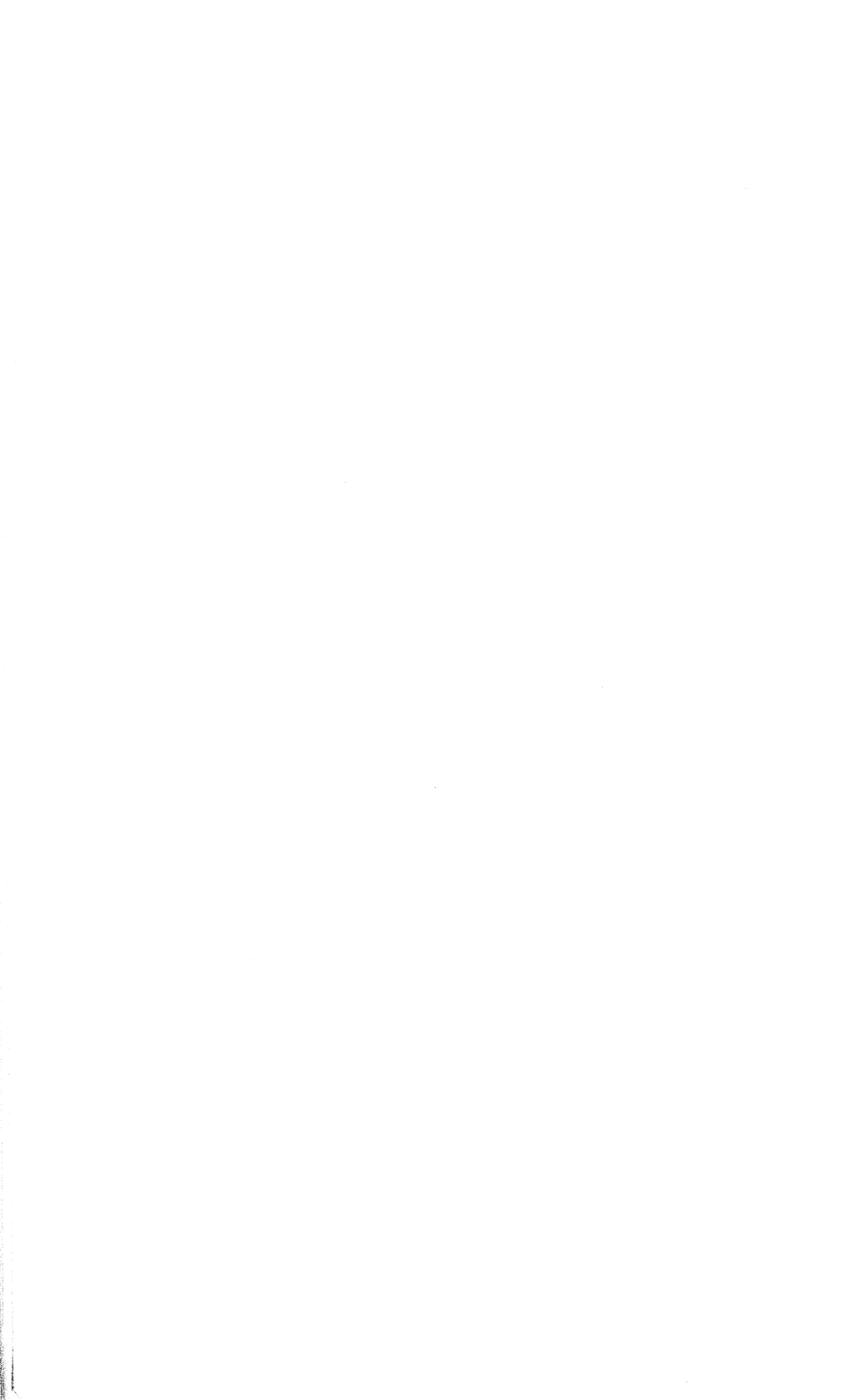
Those of us who have traced the growth of the school from its very organization can see great improvement and advancement. The excellent discipline which we have been able to maintain this year shows that the work done in that line by my predecessors and their efficient helpers has been of high order. Yet we have not come up to the standard to which our aims have been directed, but we have done all that we could. None realize better than ourselves that many defects exist, and in many particulars there is room for further progress. Many perplexing questions must necessarily arise, owing to the difference in language as well as race, but, as a whole, matters have been judiciously adjusted, and there has been an entire absence of friction or irritation, which so often arises in faculties, and which is prejudicial and detrimental to the highest interests of our schools.





LONGFELLOW GRADED SCHOOL, SAN GERMAN.

Built by department of education of Porto Rico. Completed October 19, 1901.



The faculty as a body has been very efficient, but I would most earnestly urge the careful selection of progressive and experienced teachers in the lower as well as high school grades. Each year should see us advancing; there should be more strong teachers and fewer weak ones, for it is the quality of these which determines, to a great extent, the character of our rank and file.

I fully realize that for the ability to bring to a close the work of the school year so successfully I am greatly indebted to the following teachers for their efficiency, hearty cooperation, and loyalty, and I wish to express to them my appreciation and earnest thanks: Dr. Antonio Rosell, Mr. Charles Griffith, Miss Edith Howe, Mrs. Loretto Sterling, Mrs. H. P. Fallon, Miss Emma Brill, Miss Victoria C. Dodd, Miss Anna S. Walton, Miss Sara E. Moses, Miss Marion Morgan, Miss Mayzie Gillies, Miss Maria Padial, and Miss Harriet Cook, who has been our librarian for two years and has done excellent work in leading and drilling the children in singing. I feel specially indebted to my colaborers for four years, Doctor Rosell and Miss Howe, who, fully understanding the many difficulties of the position, have ever been ready to advise and have given such able support that it has rendered the responsibility less onerous.

For the uniform courtesy extended by the members of the department of education I desire also to express my gratitude.

Very respectfully, yours,

EMILY H. BECKWITH,

*Principal of San Juan High and Graded School.*

The COMMISSIONER OF EDUCATION, *San Juan, Porto Rico.*

#### PONCE HIGH AND GRADED SCHOOL.

PONCE, P. R., *July 11, 1903.*

SIR: I have the honor to submit the first annual report of the Ponce High and Graded School. Owing to unforeseen interruptions it will not be quite as complete in regard to details of the work as I had wished to make it. But I shall try to show what was actually accomplished.

The Ponce High and Graded School was formed by taking the eight grades which formerly constituted the so-called American school and adding to them the first grade of high school work. The pupils who entered this high school grade were those graduated the previous June from the eighth grades of the American school and the Pujals Street School.

The organization of the work was somewhat hindered the first few weeks by the transfer of one of our teachers and the nonarrival of others. With the organization of a second grade the second week in October we had in operation the eight lower grades and the first grade of the high school proper. But it was almost two months before we were able to complete our programmes, on the appointment of a music teacher, a teacher of drawing, and a teacher of Spanish. With the beginning of the third school month we opened another division of the second grade, on account of the large number of applicants for admission to that grade, so that our faculty was finally made up as follows: Miss Elinor B. Kervey, first grade; Miss Alberta Campbell and Mrs. Emma Wagner, second grade; Miss Marion L. Flickinger, third grade; Mrs. Grace H. Wells, fourth grade; Mrs. Belle H. Browning, fifth grade; Miss B. Catharine Pyfer, sixth grade; Miss Lillian Pike, seventh and eighth grades; Miss Maude Coan, drawing; Miss H. Tos Elliott, music; Mr. Eladio Velez Espada, Spanish; Mr. H. O. Wells, principal and high school branches.

During the Christmas vacation Miss Coan resigned and her place was taken by Miss Anna Nordell. Later Mrs. Wagner and Miss Elliott resigned on account of ill health, their places being taken by Miss Elizabeth Underwood and Miss Beulah Smith. The various branches of high school work were assigned as follows: Arithmetic, Mrs. Wells; history, Mrs. Browning; English, Miss Pyfer; algebra, Latin, and physical geography, the principal. In the work in all grades we followed almost exactly the course of study outlined by the commissioner of education, the ground covered in each grade in each subject being practically the amount called for by the course of study. But in all the work we have invariably insisted upon doing thoroughly what was done rather than attempting to cover a certain amount of text.

All our work was done in English except the study of the Spanish language itself. The result is that English is understood and spoken by almost every child from the third grade up, and by the majority of the children of the first and second grades. With this end in view we have laid great stress upon dictation and composition, increasing the amount of composition and decreasing the dictation in the higher

grades. Much of the composition work would have done credit to English-speaking children of corresponding grades.

As I have previously mentioned, we created a second division of the second grade at the beginning of the third school month. The two divisions did practically the same work until the end of the second term, when we regraded them, placing the more advanced pupils and the backward ones in separate grades. So that during the last term the work of the second division was just about intermediate between first-grade work and that of the second grade proper. While this arrangement of the work seemed to be advisable under conditions as I found them, I would recommend that next year there be just one division of each grade and a separate teacher for each. I believe that it would be much better to have separate teachers for the seventh and eighth grades than to use two teachers for one of the lower grades.

While the children of the American school had done most excellent work in all branches in English, they had at the same time been getting very much behind in their own language. To remedy this a teacher of Spanish was appointed, Mr. Eladio Velez Espada, of Sabana Grande. He gave a half hour to each grade every day, using the Spanish Chart in the first grade, *Libro Primero de Lectura* in the second grade, *Libro Segundo* in the third grade, *Primeros Pasos en Castellano* in the fourth grade, *Libro Tercero* in the fifth grade, and the Hernández Spanish Grammar in the remaining grades and in the high school. Much work was done in composition, in which we found the higher grades to be especially weak. This work should by all means be kept up. Mr. Velez did excellent work, but it will take another year or so of hard work to bring the work in this branch to the condition in which it should be.

In music and in drawing our work was put back very much, first, by the delay in securing teachers, and later, by the change of teachers, when more time was lost; but by the close of the year the work in both branches had been systematized and thoroughly graded and the pupils were doing very well indeed. Considering that the system of drawing introduced by Miss Nordell was entirely new to them they did some really excellent work.

The first year of high school work in Ponce was started with 15 pupils. As their English preparation seemed to be sufficient to warrant it, it was decided to start the course entirely in English. The results seem to justify this decision, for only 1 of the 15 failed to pass through inability to handle the work in English. The work done by the class was as follows:

*Mathematics.*—Wells Essentials of Algebra was used as a text-book with Wentworth's Elements of Algebra for supplementary work. A thorough drill was given in all the processes through simple equations. In arithmetic Brook's Normal Standard Arithmetic was completed and considerable supplementary work done in Prince's and Wentworth's High School Arithmetic.

*Literature.*—Brumbaugh's Fifth Reader was used as a text-book, studying the various writers by periods, in their historical order. Attention was paid both to the use of words and to style. Regular work was done in composition throughout the year.

*Latin.*—In Latin the class completed Smiley and Storke's Beginning Latin, reading a number of easy selections from Cæsar and easy fables. Excellent work was done, considering the fact that they were studying it through the medium of a (to them) foreign tongue.

*History.*—A thorough review of ancient history was given and Roman history begun. The work in this branch for the year was not completed owing to the fact that we were unable to secure text-books until the middle of the second term.

*Science.*—The work in physical geography was very unsatisfactory owing to lack of a text-book suited to the needs of the class. Both the books tried, Davis and Gates, were far too extensive for pupils with a limited command of English. It was necessary for them to go over too great an amount of text to get the necessary facts. What is needed is a condensed text that will present the facts of physical geography as plainly and simply as possible. No attempt was made to take up commercial geography, as no text-book was available.

On the whole, the first year's high school work was fairly satisfactory. Considering the disadvantage under which the pupils worked they did very well. Of the 15 who started the course 2 were compelled to withdraw because of ill health. Of the remaining 13, 10 were promoted without conditions, 2 were conditioned in algebra and Latin, and 1 failed of promotion.

Examinations were conducted in all grades by the teachers at regular intervals and by the principal at the close of the school year. The results were in most cases satisfactory. Of the 11 pupils of the eighth grade who took the uniform high school entrance examinations, 10 passed successfully.

The work of the school can no longer be considered an experiment. It has been

clearly proven that Porto Rican children can do just as good work in English as in their own language, with the double advantage of better text-books and better methods. The school has been completely filled throughout the year, the total enrollment being 366, with almost 95 per cent of average attendance for the year. The waiting list of children who desired to enter, but for whom there was no room, at no time contained less than 150 names, and by the close of the year the number rose to over 175, showing the great desire of the parents of the community to get their children into the school. What is now most imperatively needed is a building that will provide proper facilities for high school work and properly lighted and ventilated class rooms for the lower grades. During the past year we were compelled to find accommodations for the two divisions of the second grade in a building in another part of the city, which added greatly to the difficulty of supervision and also to the work of the teachers of these grades.

A very gratifying feature of the work has been the interest shown in it by the people of Ponce. The attendance at the various special exercises held during the year was excellent, both in point of numbers and in quality.

Very respectfully, yours,

HORACE O. WELLS, *Principal*.

THE COMMISSIONER OF EDUCATION, *San Juan, P. R.*

### INDUSTRIAL SCHOOL WORK.

#### SPECIAL REPORT ON PLANS FOR THE ORGANIZATION OF INDUSTRIAL SCHOOLS IN PORTO RICO.

[By Arthur D. Dean, Springfield, Mass., expert agent of the Department of Education of Porto Rico.]

SPRINGFIELD, MASS., *February 23, 1903.*

DEAR SIR: I have the honor to submit herewith my report on the "Possibilities of industrial and agricultural education of Porto Rico."

In order to better comprehend the exact nature of the needs in this direction I made a short tour of the island, occupying fourteen days, visiting the towns and cities on the north, west, and southern side, returning by the military road to San Juan. I was accompanied by Mr. Miller, field supervisor, and, through his intimate knowledge of the language and the people, I was greatly assisted in my work. I embraced every opportunity to talk with leading citizens and teachers of the different towns, endeavoring to learn their attitude on the subject.

With the hope that my efforts will not be in vain, and that adequate provision will be made for the proper teaching of these subjects, I respectfully submit this report.

Very respectfully,

ARTHUR D. DEAN.

MR. SAMUEL M. LINDSAY,

*Commissioner of Education, Porto Rico.*

It is proper to consider whether agricultural and industrial instruction is desirable. It is conceded by all that the purpose for which the public school system is organized is the training for good citizenship, and one of the first essentials is that the individual shall be so trained as to support himself and those dependent upon him. I know of no place where it is more true that the environment in which children are reared will be the one in which they are likely to continue than in Porto Rico. The social problem in the States of large numbers flocking to the cities is not an element in Porto Rico, and that there is no great movement from farm to city is evident. The majority of those reared in the agricultural districts will very likely continue their activities under the conditions of rural life.

I believe, therefore, that there should be an intelligent effort made to awaken an interest in the children in their immediate environment so as to make the success of their life work more probable. It should be made evident to them that a trained intelligence brought to bear upon farm life is as necessary to success as hard physical labor. Competition in Porto Rico is not going to be confined to one district endeavoring to outdo another; it is to be rather the meeting with competition outside its

borders. It is a question of putting the most keen thinking into the commercial life, and the best results will be the outcome of this purposeful thinking.

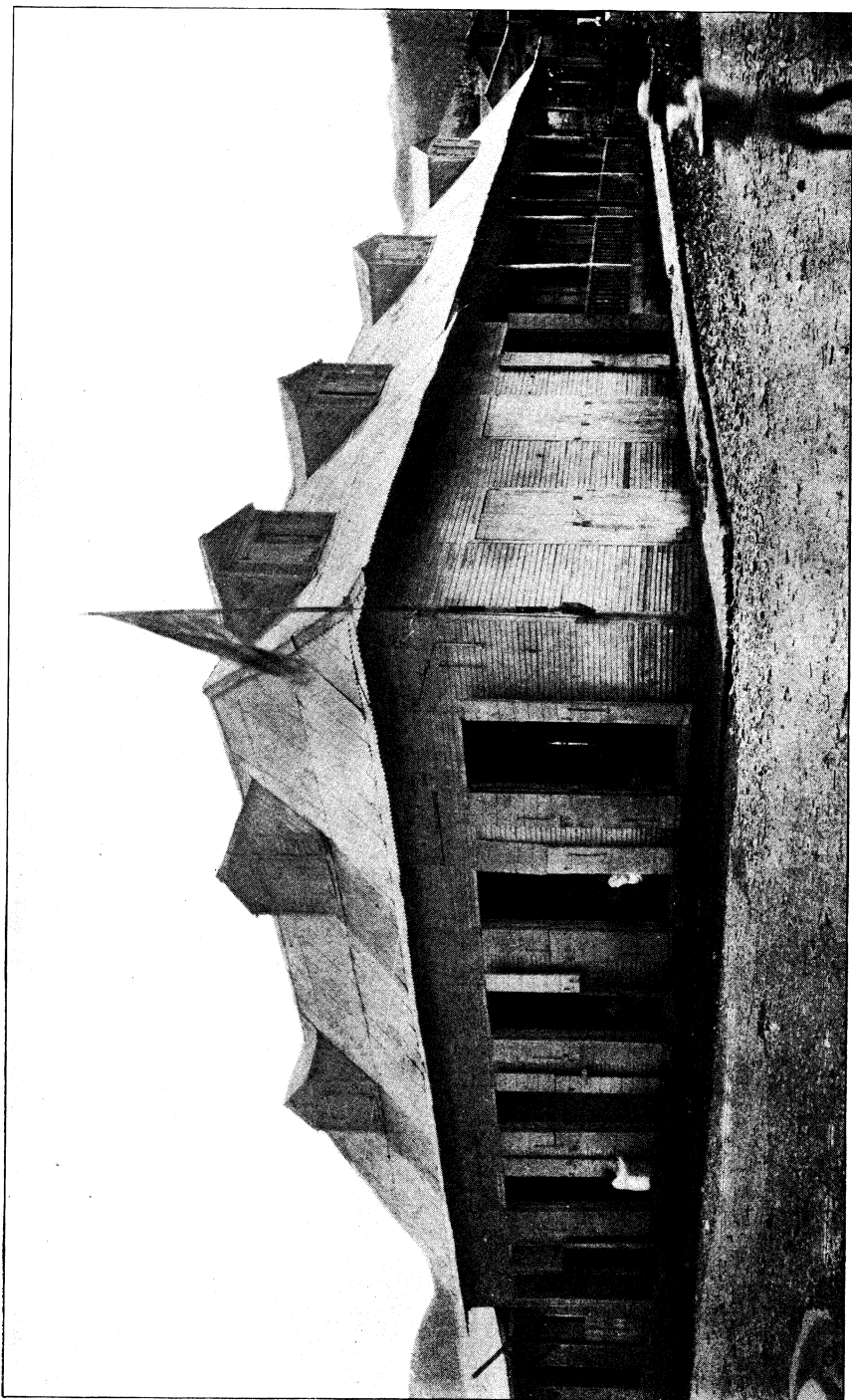
Granting that the purpose of education is to develop intellectual power, is it not true that one can just as well be given that development and at the same time that useful knowledge concerning things about him and things which he can use in future life? It is the business of a school to create new interests in the things about the pupils—interests that touch the springs of action. Train the pupil to think, but by all means couple with it something which is of vital interest to him, and train him to do those things through experiment and through demonstration. By this means you will fix in his mind clearly what he is working for, and you will give him power to use his hands as well as his head. The farmer boy ought to be put in touch with the soil in order that he may see in it something besides dirt, which would make him understand how its elements came to be there, which would make the soil as interesting as an open book, and which would make him know what elements of that soil will be taken out by certain products, and when these elements are exhausted how they may be restored, what ought to be the largest returns for the investment of work and money. I do not mean formal work in botany, but concrete interests which will let the pupil determine the particular kind of plant life which will grow in certain soils, to study the economic value in production, and the best results to be gained for time and energy spent. If the boy can go out of school knowing something about animal life so that he can judge stock, something about plant life so that he may know how to cultivate proper food for man and beast, how to treat diseases of stock, how to judge and determine the kinds best adapted to certain definite purposes, how to treat insect pests, I believe that the work, besides being eminently practical, is of the highest order of intellectual training.

Industrial education in the United States is commanding the attention of all thinking men; and the line of argument for its general adoption as a part of a scheme of education is twofold—primarily for educational purposes and secondarily for industrial ends. I think it might be well to unite the two into one term, namely, the social and the betterment of the individual and of society. Mental development is not secured alone through the study of books. Mental power comes through organized thinking, through the setting of a definite task and the determining of the ways and means of accomplishing that task. Skill in doing as a result of intelligent thinking should be one of the chief purposes of education. Because in the manual training school the child learns to use carpenters' tools, it does not necessarily follow that he is to be a carpenter; or, because a girl learns the value of foods and their preparation, that she must therefore be a cook. The training thus gained will be of the highest value in the development of the child because it demands concentration and organized thinking toward a definite purpose, namely, the doing.

I point out this more common line of argument in favor of industrial education so that one may not lose sight of the so-called strictly educational value of the subject. But since we are to take the larger view of it—the social end—allow me to point out that the main function of man is to provide well for himself and family, to bring out the best that is in him, in order that he may be a useful citizen. This means a useful and honorable occupation, a cultured mind, and an attractive home life; in brief, it means a good physical existence, accompanied by high social ideals. Any scheme of education which makes one independent and useful as a member of society is to be welcomed.

A large percentage of the people of Porto Rico make their living from the soil, and any scheme of education which does not bear this fact in mind will be a failure. If the majority of children in Porto Rico are to earn their living by their hands, is it not the duty of the educational system to give to them such training as will fit them to become skilled in whatever department of manual labor they may engage and make them more productive members of society? It is through the financial return of labor that one is able to advance. All that a man may expect of culture comes in return for the money received from the sale of his labor. Doctor Dewey says: "The great thing is that he should have had the education which enables him to see within his daily work all there is in it of a large and human significance." If Porto Rico will introduce a scheme of mechanical and agricultural education which will create wholesome interests, and which will awaken these interests by doing as well as by thinking, a great deal will be accomplished toward a betterment of her social, industrial, and commercial affairs. Porto Rico needs a kind of education that will so reach her people as to make them capable of earning their living through intelligent labor and create a race of people able to compete, through their superior methods and higher social ideals, with other lands.

Having attempted to point out the ideal upon which the argument for the general introduction of agricultural and industrial education rests, I will make a few statements



ADJUNTAS GRADED SCHOOL.





about the work in other countries in order that we may profit by their experience, bearing in mind, of course, local conditions.

While there are a number of schools of college grade teaching agriculture, elementary and secondary instruction in agriculture is something comparatively unknown in the Western Hemisphere. One is obliged to turn to European countries in order to obtain information which may be of value. I will refer to the work done in Norway, Sweden, Finland, and Denmark. The results are as follows: Agricultural elementary schools, 87; agricultural intermediate schools, 2; agricultural colleges, 5; experiment stations, 7; dairy schools, 46; horticultural schools, 10; forestry schools, 5; besides a number of special schools not coming under these classifications.

In Norway the schools offering elementary instruction in agriculture are located in different parts of the country, the State paying from one-half to three-fourths of the expenses and the district in which the school is located paying the rest. They provide both theoretical and practical instruction. The higher agricultural schools do theoretical work only, it being taken for granted that the student has had previous experience in practical agricultural work.

The work in Sweden is similar to that in Norway, with the addition of a class of schools which gives short courses of twenty weeks during the winter term in physics, chemistry, botany, geology, veterinary service, farm bookkeeping, and drawing.

Denmark has 17 elementary agricultural schools, all supported in part by the State. Over 10,000 young farmers have received instruction.

Finland has 25 schools doing a line of work similar to the other Scandinavian countries. In all the Scandinavian countries the instruction given is built upon the common school education. To be admitted the candidate must be 18 years of age, must produce a health certificate from a doctor, write with a fair degree of correctness, must be proficient in arithmetic, geography, and the history of his country. At least one year's experience on a farm is also required. The schools are equipped with farm buildings, machinery, stock, etc. The amount of land ranged from 100 to 500 acres. The farm is a model for the people of the region in which it is located. The course of instruction lasts on an average of two years. There is class-room work in English, arithmetic, farm accounts, geometry, geology, and botany, which occupy part of the day, while practical work in forestry, horticulture, dairying, drawing of farm buildings and machinery fill the remainder of the day's programme. Practical work in the field occupies the full time in the summer. Work in blacksmithing and carpentry extends throughout the year.

Agricultural instruction in Ireland was introduced in a peculiar way. A text-book dealing with subjects pertaining to farm life was put into the national schools and the pupils were required to know its contents. Such instruction proved a failure and a number of inspectors testified that theoretical instruction without work by the pupils on a plot of ground was worthless. Their general opinion was that agricultural education can not form a part of the programme of a primary school. It should be given only in special schools. In 1898 there were 47 national schools having farms attached, in which practical as well as theoretical instruction was given in agriculture. All have large plots of land. There were 82 national schools having attached gardens—usually less than an acre in extent—where instruction was given in gardening and poultry raising. These "school gardens" are said to have a refining influence on children. All teachers are encouraged to illustrate by simple experiments the simple phenomena of plant life, such as germination of seeds and varieties of plants, endeavoring to inculcate in the child's mind a love for nature, an understanding of its laws, and their practical application in beautifying the school yards and home gardens.

France made provision for instruction in the elements of agriculture in somewhat the same manner as Ireland, namely, by a series of lessons from a text-book. It was a failure, and in 1897 they endeavored to improve the work. The pupils in the elementary schools are now given instruction in the scientific facts which underlie the principles and practice of agriculture. These scientific facts are taught by means of object lessons and by experiments. Actual methods are not taught because the pupils are too young to learn them and because the teachers can not be expected to be competent in the art and practice of agriculture. In brief, all scientific teaching has an agricultural bearing. In connection with the rural schools there are small school gardens, seldom exceeding a quarter of an acre. The next higher class of schools is adapted to pupils from 13 to 16 years of age, and have a programme of theoretical and practical work in agriculture. It includes such subjects as soil, plant life, animal life, garden implements, the operation and cultivation of farms and gardens, agricultural economy and bookkeeping, chemistry of the earth, and manures. The course

is three years. Teachers are trained in several of the training colleges. A large sum of money is spent each year for schools of agriculture and related schools.

In Switzerland there is no agricultural work in the primary schools. There is a class of secondary schools where special instruction is given. These schools correspond to the manual-training high schools of the States, except that there are special courses in agriculture. The boys' course consists of language, mathematics, science, history, drawing, mechanic arts, agriculture, and gymnastics. The girls' course is similar, except for the substitution of domestic economy, dressmaking, and laundry in place of mechanic arts and agriculture. The districts unite in building and furnishing these schools. The subject of agriculture is taught by specialists who go around to the various schools according to a fixed schedule. The following are some of the subjects taught: Arboriculture, market gardening, and rearing of cattle. There is an experimental plot in connection with each school, and the results of previous years of work in arboriculture are left for the children to see. The trees planted by the children, after being left in the school garden for two years, may be transplanted to the homes of the children.

In Belgium agricultural instruction has been obligatory for fifteen years in the rural schools. The system of agricultural education adopted provides for primary, secondary, and superior courses of agriculture. To provide competent teachers for carrying on this work courses are organized in the normal schools, and special schools are open in the summer for teachers to attend. Financial encouragement is given to those teachers who excel in agricultural instruction. The success of primary instruction has been varied, owing to the difficulty of securing the right teachers. The secondary schools have been more successful. Their courses consist of instruction in language, history, geography, mathematics, bookkeeping, physics, chemistry, and the theory and practice of agriculture and horticulture. The girls receive instruction in dairying, kitchen gardening, domestic economy, as well as in the various academic branches. There are various farmers' institutes under the supervision of the Government, where lectures are given in orchard management, market gardening, animal husbandry, dairying, etc.

Agricultural instruction in Canada has proved until very recent years a flat failure, owing to the lack of teachers prepared to give this instruction.

In the States very little has been accomplished along the line of agricultural work in connection with public schools. The majority of the States have taken advantage of the Morrill Act and have incorporated into their State system of education some form of agricultural and mechanic arts work. These schools are well known, and information is so general in regard to the work they do that I need not discuss them at this time.

Instruction in manual training in the elementary schools has been generally introduced in the cities, and manual-training high schools have been organized in many of the larger cities. That form of industrial education which might be called vocational training has hardly been introduced into the public schools, and agricultural training in connection with the elementary and secondary schools is almost an unknown feature of school work, although several western States are seriously considering the question of introducing instruction in agriculture into the rural schools, and several times a topic covering this subject has been presented for discussion at teachers' conventions. As far as I know in every case the different schemes proposed have contemplated introducing mechanic-arts instruction in connection with agricultural work. The great objections as summed up are—

First. The immaturity of the pupils in the elementary schools. They lack the physical strength to do the practical work and they have not the mental capacity to grasp the underlying scientific principles which will give the instruction that economic value that one expects from such work.

Second. The lack of properly trained teachers. The better class of graduates of agricultural colleges return to the farms to engage in large enterprises, such as stock raising and dairying. Graduates well qualified to teach the subject of agriculture are not tempted by the low salaries paid teachers in rural communities.

Having occupied some space in describing the status of agricultural and mechanic-arts instruction in the various countries, I will present this summary:

First. Theoretical instruction in agriculture is of almost no value. Science teaching with an agricultural bearing is of some value.

Second. Instruction in practical work in agriculture and mechanic arts in elementary schools has almost no economic value in developing the resources of a country. The work may have a disciplinary value, such as "sloyd" has in the States.

Third. When agricultural work is done in the elementary schools the plots of land can only be called "school gardens," and the results obtained are those of any rational course in nature study and can not be called instruction in agriculture.

Fourth. The equipment for school-garden work is very simple, and the outdoor work can be taught by the regular teacher as a part of nature work in the school-room.

Fifth. The pupils of the elementary schools are too immature to do agricultural work on a reasonably large scale.

Sixth. It is difficult to secure proper teachers for elementary work who will work at the low salaries paid elementary teachers.

Seventh. Agricultural and mechanical training in rural schools must accompany each other, and the instruction in mechanic arts ought to be along lines adapted to farm life.

Eighth. That some form of instruction for girls along lines of farm work and household arts is very essential.

Ninth. As every town can not have a school of the character named, they must unite in supporting these schools, which ought to be located in a district accessible to pupils, and supported by a central government acting in cooperation with local boards.

Tenth. The pupils must be of a certain age, healthy, and with some farm experience.

Eleventh. The equipment ought to be large enough to do thorough work in order that the results may have a marked effect on the community.

Twelfth. The best results are obtained in special schools where there is class-room work in language, practical arithmetic and science, and practical work in those agricultural, mechanical, and household topics which make up the vocational life of the community.

Thirteenth. Teachers must be trained for this work in some school.

Fourteenth. The management of these schools, as far as funds, control, and length of school year are concerned, must necessarily be different from ordinary schools.

The present plan of carrying on instruction in agriculture in Porto Rico I do not believe is satisfactory. It does not seem to me that agricultural schools as organized ought to be termed agricultural, but rather rural schools having school gardens. School gardens ought to be a part of every rural school—a plot of land with flowers, ornamental shrubs, plant life bearing fruits or vegetables. This kind of work can be done by any teacher who has the proper enthusiasm and interest, specific training not being necessary. A general interest in nature, a desire to interest children in the things about them, and a common-sense knowledge of nature work is about all that is required. Every teacher should know something of plant life, and, as a part of the regular school-room work, should interest the children in the processes of nature. It is not only a part of local geography, but a very good way to bring about a wholesome school spirit. This line of work does not need special organization or attention. It is a question of the individuality of the teacher, and as for the tools necessary, it is a small detail. The barrenness of school yards is entirely unnecessary.

I do not believe that the so-called agricultural schools of Porto Rico are having any direct bearing upon the economies of agriculture of Porto Rico as they are organized to-day. The reasons for this are not hard to see. In the first place, the pupils attending these schools are immature, and many are not physically strong enough to do the work; in the second place, the teachers are unprepared for the work and are not easily discouraged by the obstacles, but they do not appreciate the situation. I will give a few illustrations: Some of the teachers are so interested in outside affairs that they give the school work little attention; others lack interest in the work. If anything is said to them about the poor showing of the schools all kinds of excuses are invented, for instance, "The department has not sent them any tools; the ground has not been plowed; a fence has not been built; a gate is needed so as to keep cattle out, and what's the use of doing anything until it is built; the boundary line is to be changed, and there is no use in going ahead with the planting; the insects devour the vines; I did not get the seeds in time." The impotency of some of the teachers is very evident, if one can judge by the visible results of Arbor Day. It seems disgraceful for some teachers to observe such an occasion in the way that it must have been observed, if some of the results of the tree planting were any criterion of the general exercises. For instance, in three schools I saw a few trees so planted that one could hardly help stepping on them, and with no sign of stakes around them. In some places they were planted with no idea of arrangement of purpose.

If these agricultural schools are to be continued I suggest that they be inspected in February by some one from the central office, and any teacher that can not show results ought to have his pay reduced to that of an English teacher. If he excels in the work he ought have an advance in pay. I do not feel that the supervisors are always qualified to judge of this work, either because of lack of knowledge of what

good work is or because of a lack of sympathy with it. Right here it might be said that a supervisor of rural schools that can not appreciate the true worth of agricultural education, that can not size up a situation enough to see the value of this work and its possibilities toward uplifting his district, is not qualified to hold his position. This is not to be taken as a remark made by one who might be called an enthusiast or a specialist, but it is to be taken as a statement which needs no qualifications, for a supervisor ought to know his district, and to know a district one must know the people and strive for their social and economic betterment.

It strikes one as a waste of time when teachers in Porto Rico attempt to plant many of the American seeds which are bound to prove a failure. It seems especially wrong because the impression it must leave on the children can not be good. I could not help asking myself the question, "What do the adults think of these schools? What do they think of these American teachers who confess to having no knowledge of the work, and appear to play at it like children?"

However, out of the seven schools that I saw I have pleasant recollections of two schools where the teachers were earnestly striving to do their duty, and were succeeding fairly well. In one the teacher had planted some tobacco; it was growing under shade, and the ground had been carefully plowed and drained, seeds had been planted, shrubs set out, and several of the larger trees, evidently there before the school started, had been trimmed and protected. In another I learned that the teacher had raised a good crop of potatoes and had distributed them to the farmers of the region, and had also interested his pupils in planting plats of land at home.

It is not wise to continue the criticism. Rather let us look at the problem with a view of improving the state of affairs. These schools should be continued as rural schools. Male or female teachers can still continue the school-garden idea, but these schools, as I said before, will be only rural schools with school gardens and not agricultural schools. Agricultural schools ought to be established in the sixteen districts in that part of the district where the school can serve the greatest number. The schoolhouse ought to have a room provided with desks, blackboards, charts, etc.; a second room provided with oven, closets, sink, and tables, and a third room which has some benches, carpenter's tools, and agricultural tools, with closets for their safe-keeping. A forge is also desirable, and, to avoid danger from fire, ought to be set up in a shed adjoining. The schoolhouse described would be about three times as large as the present agricultural school buildings, and with their equipment would cost about three times as much. As to the amount of land that would be necessary I am not qualified to say, but it ought to be sufficiently large so that a section could be devoted to market gardening, another section devoted to that crop which is characteristic of the neighborhood, and, finally, a section in which could be planted fruit trees, or those plants needing little attention, from which every year a crop could be gathered.

The advantages of this scheme are: First, the pupils have the opportunity to do individual work in the small plats devoted to kitchen gardening, each one endeavoring in his plat of land to excel the others in quality and quantity of product; second, in the larger plat the pupils can raise some one crop in which they all work together, thus learning to plant and harvest under about the same conditions as they will work in later years; the third plat of land representing "permanent improvements," and being an example for each succeeding class. The class-work equipment will provide for academic work in language, arithmetic, science, and also for the sewing. The back room will afford accommodations for cooking and laundry work, while the rear room will provide for instruction in the mechanic arts.

These district agricultural schools ought to be established only in those places where they are likely to have the support of the local boards; and it will be necessary for the insular government to equip and support those features of the work which are peculiar to these schools, leaving the districts to carry on that part of the course which is common to all schools. These special schools ought to keep eleven months of the year. While they can not rank as secondary schools in the grade of work done, they correspond somewhat to the secondary schools of the States.

I suggest as a possible course of study the following topics: On the academic side, instruction in language, local geography, history, arithmetic, nature study, and science; on the manual side, for the girls, sewing, cooking, laundry work; for the boys, carpentry and blacksmithing. On the agricultural side, class-room and practical work in the study of soil, its composition, cultivation, restoration, irrigation, drainage, fertilization, and adaptation; plant life, various varieties of fruit trees and shrubs peculiar to the locality, the grafting and trimming of same; animal life, knowledge of breeding, feeding and care; study of animal pests.

I see in such a course a splendid opportunity for so correlating the various topics that a class of pupils will be trained to do intelligent agricultural work. Every exer

cise ought to have a direct bearing on the vocation of agriculture. For instance, the instruction in woodwork should include the making of such models as would prove of value on the farm, such as incubators, beehives, house building; the blacksmithing ought to be along lines of making and repairing agricultural tools, wagon repairs, etc.

There ought to be two teachers for these schools; one a man qualified to give instruction in agriculture and mechanic arts; the other qualified to teach the English branches and give some instruction in sewing and cooking. The difficulty of finding a teacher for agriculture and mechanic arts ought not to be great, for the agricultural colleges of the United States are graduating young men qualified to combine these subjects and teach them according to the methods of the States. Whether they can adapt themselves to Porto Rican conditions is a question. The woman who can teach the English branches well may not be as acceptable in the other work unless she be a woman of good sense, good home training along the line of household arts, and able to grasp the peculiar social conditions of the school, and quick to see that it is not revolution of Porto Rican home methods that is wanted, but evolution. The teacher must keep in mind the peculiarities of the people, their past history, inherited customs, their surroundings, and, while endeavoring to improve their methods of living and instilling ideals, at the same time must avoid arousing hostility or indifference by measures too suddenly brought forward.

These schools ought not to take pupils under 13 years of age, and candidates ought to be physically well developed and able to do the required manual work. If any pupils are taken at a younger age because there is no rural school near by for them to attend, they ought to be excused from all the manual work, as this work ought to be so vigorous as not to be adapted to them.

If the department could be so fortunate as to engage a man and wife fitted to take up the work I believe it would be better, as it would be more probable that a good teacher could be retained. I believe that the West or South is the field from which to draw candidates for the instructing staff, as they are more likely to have been brought up amid rural surroundings. I wish to emphasize the fact that it ought to be impossible to obtain good teachers for this work at \$60 a month for a nine months' school year, especially when they have to pay out \$40 for fare from New York, and probably \$20 more for fare in the States to reach New York. I know that the question of salaries is always a delicate one, and probably the department is doing all it can in this direction, but it can not expect to get good teachers on its present basis. The first year the women teachers in these schools ought to receive from \$60 to \$70 a month; the men teachers from \$70 to \$80 a month, with the understanding that superior work means more pay along the same line of work, or promotion to another line of work with its higher schedule of wages.

When one considers the possibilities of industrial and agricultural education he meets a number of features which give great encouragement and some conditions which discourage. While it is not best to dwell too much on the discouraging side of the question, it is well to face the facts in order that one may be prepared to meet the conditions. In the first place, there exists in Porto Rico a very strong caste feeling. The very fact that it is considered out of place for one to carry bundles, to tie a horse instead of hiring a boy to hold him, to do the necessary family marketing, implies that it is beneath one's dignity to do manual work and that when it is necessary to have it done it is better to have it performed by people of a lower station in life. The familiar argument for practical education, that it will give a "dignity to labor," will apply here, but I believe that a better argument in favor of doing manual work can be formed for these people. For instance, Booker Washington says that the colored people of the South will be looked up to and will become a social force when they have reached the position of having something to sell that the community wants and when they can do that something better than the white man. In other words, if these schools are going to be attended by members of the "laboring class," and only them, well and good. Let them be so trained that they will be able to have better farms, better stock, larger revenues, than those who believe it beneath their dignity to attend these schools; and when that time comes those people who believed it beneath them to favor this practical education will have to look to their dignity to support them, for there will have arisen a class of people so trained that they have something to sell that the community desires.

The next discouraging feature is the general lack of any healthy competition, any desire to get ahead of one's neighbor, to branch out into new fields of work, to raise a different crop than was ever raised before. This lack of ambition, lack of foresight, is common to tropical countries and to the Latin-American races. They lack ambition because there is nothing in the climate to stir them up, to force them to provide for a season of cold. Nature has done so much for these people that it seemingly

appears unnecessary for them to do much for themselves. It is a well-known truth that social changes accompany economic changes, and Porto Rico is bound to experience great changes in its industrial and commercial life, and this economic awakening will bring about great social changes. The people will want to live better, will find that they will require as necessities those things which they now either know nothing about or else consider luxuries. These needs will create a demand for money, with the desire for better living, for improved farm implements and tools; and these desires and impulses will be the means of instilling that "look ahead" which they so badly need.

The next discouraging feature is the lack of an industrial environment on the island as an aid to the practical industrial work. In the States it is easy to arouse ambition in a boy's mind by telling him how he can go into a certain factory or follow a particular line of industrial work. It gives him an incentive to work. Porto Rico offers few opportunities for practicing those trades which the pupil may learn in school. However, as new machinery and modern mechanical processes are introduced on the island, a use for this school training will be more evident. Industrialism is going to advance rapidly on the island, and the young people must be ready to carry on the good work and the schools must begin now in order to meet the coming demands.

Finally, it will be hard to eradicate the results of years of Porto Rico's past history. The individual and the family will not take kindly to many of the processes learned in school, the discipline of steady work on the farm or at the bench; the thoughtful work required will be somewhat of a hardship, and the difficulty of having the children repeat their school experiences in the home, of getting the boys to apply their knowledge of agriculture around the home farm and the girls their knowledge of household arts about the house will make the work appear somewhat discouraging. The lady in charge of the benevolent school in Ponce spoke of the general shiftlessness and difficulty in keeping them at the industrial work, the getting of steady work out of them, their desire to play truant, and their general lack of ambition.

On the other hand, among the encouraging points may be mentioned, first, the very apparent dexterity of the people; they show a wonderful aptitude in many lines of manual work. I noticed that many of the little articles made in the kindergarten classes showed superior workmanship. The regularity and evenness of the stitches, the coloring and the decoration were excellent. The designs on the various articles for sale in the shops showed artistic merit, and with training I believe the people can be brought to do good work. I went into a few cabinet shops where the workmanship surpassed that done by Americans; and wherever delicacy of touch, patience, and time were elements necessary for good workmanship, the workers showed that they had these requisites. The trouble was not the quality of the work that I saw, but that very few people were engaged in the trades. In brief, when anything is done in mechanical work in Porto Rico it is well done. I believe the most promising sign of the possibility of industrial education that I saw on the island was the work done at the boys' charity school at Santurce. The boys had laid out gardens, built roads, planted trees, and manufactured articles (under unfavorable conditions), and I left the institution with the feeling that success here meant success in other places if the young people were given a chance. The striking feature of all mechanical work on the island is the dexterity of the people when they undertake hand work. This native aptitude only needs to be fostered through proper industrial training which will guide the skilled hand by means of intelligent and purposeful thinking toward economic and social ends.

To conduct a scheme of industrial education on the island of Porto Rico in the manner it is worked out in the States would be quite a simple problem as far as the equipment and the securing of competent teachers are concerned; but after all the preliminary work had been done and the time had come for one to look for results, I believe that he would not be at all satisfied. In the first place, to introduce generally manual training into the public schools without considering the agricultural needs would be, as I have pointed out, a most decided error; and, in the second place, to introduce it along with agricultural work in all schools would never be possible. It would be impossible, as well as unwise, to introduce it into every public school on the island. I have endeavored to develop a scheme whereby the two subjects can be introduced into certain special schools accompanied with academic work.

It only remains to work out a scheme of industrial education for certain specific districts for which this work is adapted. We must first consider in which ones this work would be appropriate. I believe the answer to this consideration is as follows: In those towns or cities where the conditions most closely resemble those in the States; and I think that San Juan, Ponce, and Mayaguez meet most clearly the conditions. It is not that these cities necessarily resemble the cities of the States in

many ways, but it is true that people grouped together as they are in cities and large towns bring about certain commercial, industrial, and social conditions. In the first place, this grouping means a commercial life that takes care of local exchanges of products as well as the larger business of foreign exchanges. This means small stores with the demands for clerks and stenographers. In the second place, it means industries—the making of things to supply the people who are engaged in the first line of work, people who instead of supplying their mechanical needs by doing things themselves, as they do in rural districts, employ some one to do it for them. This condition demands a supply of mechanics of all kinds. In the third place, the grouping of people brings about certain social evils, such as the crowding into tenements with their attending squalor and poverty; it means very often disease due to poor cooking, poor sanitary arrangements; it means idleness which is not always due to a lack of desire to work, but rather due to inability to “find one’s self,” an inability to adjust one’s self to conditions.

I briefly bring out the above statements as an introduction to what seems to me the ideal for which we must strive when we speak of the benefits that industrial education will bring; and these conditions will serve as a basis for outlining the proper procedure in the three cities mentioned.

San Juan is a city very densely populated, a city having large commercial interests, with quite a large number of people occupying positions as government clerks. It has many municipal improvements, and it is likely to have more, all of which require skilled labor to maintain and enlarge. It has a good system of schools modeled very closely after the schools of the States. It has more Americans than any other city on the island, and consequently more “Americanisms.” These facts lead one to say that San Juan will probably develop an industrial school which will more nearly resemble those of the States than any of the other industrial schools on the island. Commercial branches ought to be emphasized. The industrial work, it seems to me, should lean toward the disciplinary side of the subject.

Ponce appeared to me to be a city likely to have more manufacturing than San Juan—a city which will in the future serve as a center of commercial and industrial activity for quite a radius of territory. The city has certainly enough room for growth. I believe that railroad development will be the greatest in this region, and that the use of agricultural machinery will be more general here than elsewhere. If these suppositions are true, then Ponce offers the best opportunity for the establishment of an industrial school which shall emphasize the trade side of the work with some commercial branches.

Mayaguez gave me the impression of a city once prosperous, but now in a commercial decline—a city that needed industrial work in connection with its public schools; not a special school for the few, but rather to have it as a feature of the general scheme of education, one which would reach, possibly in a small way, all the children. I do not think it wise to attempt more than is usually done in the States in the grammar grades where manual training and household arts are taught. Mayaguez really needs a good agricultural school just outside the city.

I have endeavored to give a general outline of what seems to me to be a necessary differentiation of the main idea, which is the foundation on which to build in establishing these industrial schools. I will now speak more specifically about the work in each city.

San Juan has already established an industrial school, located in a building which answers the purpose fairly well. The school yard and building presented a very good appearance. The interior was unusually clean, and the school equipment was kept in a very orderly manner. I judged that the course of study was so arranged that the manual work was given equal prominence with the book work. If the school as now conducted could be transported to Mayaguez, it would make a good beginning for industrial work in that city. It would only need to be “Porto Ricanized” to be adapted to that locality. To speak plainly, it appeared to me as having in its industrial work elements of French and United States industrial education. The drawing was too mechanical and too theoretical. The mechanical drawing had too much of the theory of projection and perspective in it. The subject was treated much as it used to be in the States in the early days when the pupils drew the different views of the type solids, approaching it more from what is really the technical standpoint than from the standpoint of the child’s interest. Children are interested in the things in which the type solids appear, and not in the types; for instance, a church steeple, a house with pitch roof, a wheelbarrow, a box, a cupboard, will serve the purpose better than objects like the cube, cone, etc. Children are more interested in doing color work and simple decoration than they are in perspective drawing, such as is given in normal art schools. The woodwork was the regular sloyd work of the States; and if the teacher can work out a course of study adapted to Porto

Rico it will serve very well. The same might be said of the cooking. The receipts were too far out of touch with present Porto Rican methods. It is better to move cautiously in this work, for the receipts and methods learned at school are repeated to the mothers, who, not being accustomed to American methods, can hardly look with favor on what must appear to them as an extravagant use of such materials as eggs and butter.

If it is found necessary to continue the work in this school, the department can adopt such suggestions as I am now going to make in reference to what seems to me a more ideal plan. San Juan ought to have a school building fitted with shops and academic rooms, located in a section of the city within easy reach of all. The main branches of its course of study should be academic, commercial, mechanical, and domestic. The academic work should be in two divisions, one elementary or preparatory, and the other advanced, the elementary work appealing to children from 7 to 10 years of age, the advanced to children from 10 to 16.

It might be well to say right here that I believe in the plan of centralizing the school work in San Juan as far as possible. In the first place, it will be more economical in that the special equipments necessary for industrial work can be used by large numbers. It is always a case either of carrying the equipment to pupils or having the pupils travel to the equipment, and San Juan being so compact, the latter scheme appears to be the one to adopt, especially in view of the fact that most all school buildings are now rented, and it is not a question of overthrowing an old policy, but simply planning to adopt the best when the time comes for the municipality to build its schoolhouses. In the second place, a better grade of special teachers can be engaged than will be possible if the work is scattered and allowed to deteriorate. Nothing keeps up the standard of industrial work more than to have it located in a school where there is a sufficient number of pupils to allow different kinds of manual-training work and where these manual subjects are all connected into a general scheme of correlation, not only with various parts of the manual work, but with the academic as well.

A school as large as this would naturally have in it some children whose parents did not believe in the industrial work, and some older children who wanted what we might call a classical education. By dividing the classes into sections one can meet these conditions as he can not in a small school. The course of study for the industrial work can be separated into two parts—i. e., vocational and "educational." (I do not exactly like this term, as I pointed out in the early part of the report, but it is used so much that one can easily see what is meant.) All the boys ought to take elementary manual training—i. e., basketry and sloyd—and all the girls a general course in cooking and sewing. Besides this general work, which is taken by all the children, there ought to be expanded courses in manual and household arts for the older children to whom vocational training appeals.

The elementary work in weaving, basketry, sewing, and free-hand drawing can be done in the regular schoolroom by the woman teacher of elementary manual training and drawing and the special teacher of sewing, the regular teacher meanwhile taking academic work in some other room. Lessons in "educational" manual training need not come oftener than once a week. All the younger children ought to take weaving, basketry, drawing, and simple sewing, while in the high grades boys should take their woodwork and mechanical drawing while the girls are taking sewing and cooking. These lessons ought to come twice a week. In the States they come once a week.

Those children in the higher grades who elect vocational industrial work should be given at least two hours' instruction in the elected subjects, and this either means a lengthening of the school day for them or else a shortened course of study. I think that when this problem of vocational training is taken in hand in the States, both propositions will be considered in its solution—i. e., academic work in the morning and manual work in the afternoon. By intensifying manual and household arts through lengthening the time devoted to it, and by increasing the number of the shop models and the exercises in cooking and sewing, the value of the work can extend beyond the "educational" into the "vocational" without increasing very much the expense for equipment or teachers, as any additional teaching beyond the limit of the head teacher can be done by an assistant at a comparatively low salary.

Besides the regular schoolrooms the following departments ought to be provided for: Woodwork, cooking, sewing, laundry, and drawing (with an adjoining room for weaving and basketry, containing shelves for exhibition of finished products). Besides regular academic teachers, it will be necessary to engage a woman teacher for free-hand drawing (including weaving, etc.), a man teacher for woodwork (joinery, wood turning, and carving), a woman teacher of cooking, who can temporarily take charge of the sewing and laundry work.



The teacher of drawing can be obtained at such a school as the Philadelphia School of Design or Pratt Institute for \$800 or \$900. The instructor of woodwork for this school will be easier to obtain than for the agricultural schools, as he need not be qualified to teach blacksmithing or to adapt his work to agricultural needs. Graduates of Pratt Institute, Ohio State University, Worcester Polytechnic Institute are especially well fitted to do the work (salary not less than \$1,000). A teacher of household science capable of organizing this department and teaching cooking, sewing, and laundry work is very difficult to obtain. Laundry work is too important a subject to be left out, and a short course will go a long ways (salary \$800).

Instruction in the commercial branches of bookkeeping, stenography, typewriting, and accounts will be a popular course, and the success of the graduates from this work will serve a good purpose in drawing attention to the value of the school as a whole.

The school should have evening sessions for those employed daytimes, courses being open to adults as well as older children. Children from Rio Piedras and Santurce can take industrial work one afternoon a week, transportation being made by electric, using school tickets bought by the department at reduced rates. It will be noticed that I have left out blacksmithing, tinsmithing, nursing, plumbing, and machine shop practice. Three of these subjects require expensive equipments and three additional teachers, and the probability of small numbers taking these subjects forces me to leave them out. They will be considered elsewhere in connection with a school at Rio Piedras.

Ponce has already made plans for an industrial school, and a piece of land adjoining has been set apart for a high and graded school. I believe that the plans I looked over will meet very acceptably the needs for this city. The rooms set aside for academic purposes can be used as such until the high and graded school is built, at which time I believe the industrial departments will be so crowded as to need these rooms, then the academic work had better be provided for in the newer building.

In the larger cities of the States it is customary to separate manual training high schools and regular high schools for good reasons which need not be discussed here. In a city like Ponce I do not believe it ought to be necessary. There would be a saving in the cost of maintenance, as one principal could exercise supervision over both, for practical education will come to dominate the educational policy of these two schools. The school should differ from the San Juan school only in the industrial subjects taught and in the stress that is to be laid on the industrial work. As you may see from my preliminary outline, this city ought to have the stronger course in industrial arts. The work in the department of industrial arts ought to be intensified, making it practically a vocational school with an "educational" side, just the reverse of the San Juan school. It ought to have some commercial work, ought to be open evenings, and ought to provide a little elementary instruction in some of the industrial arts for all the children of the adjacent building.

I suggest the following departments: Plumbing, woodwork, drawing (free-hand and mechanical), forging, printing, tinsmithing, leather work, cooking, sewing, and laundry work. The equipments ought to be as extensive as possible and so arranged as to allow for growth. The grade of teachers ought to be similar to that of San Juan, except that native teachers can be employed in those departments where there are few pupils and where the services of the teachers will not be needed for full time. This will be especially true of classes in tinsmithing, leather work, and printing. The equipments for these last departments are not expensive, neither do they take up much space.

I found the work in Mayaguez already under way, and the acting principal will prove to be very acceptable, and that he will have the full support of the supervisor of the district is an assured fact. The teacher of sloyd now employed is hardly competent to develop the work. The Mayaguez school needs a man who has had experience in other lines of manual training than sloyd. The majority of sloyd teachers are not familiar with leather work, cardboard construction, weaving, etc., which can be made an important part of elementary manual training, a training which ought to be given to every child in Mayaguez. About the smallest and poorest lighted room in the building has been chosen for the woodwork. The cooking department is starting out with a good equipment. I have already stated the kind of an industrial school which I think this city ought to have. I do not think it will be wise to attempt any strictly vocational work. It will be better to strive to place as many pupils as possible under the good influences of industrial arts, and this means large numbers, short courses, and not many kinds of work. I suggest the following: Elementary manual training, woodwork, drawing, cooking, sewing.

I have endeavored in this report to keep back any thoughts of the higher industrial education, partly because I knew that probably it would not be feasible at this time, and partly because there is already too much tendency in educational work

everywhere to build from the top down and not from the bottom up. It is easier to plan for the privileged few than to provide for the many. It is easier to train a hundred men to be engineers and managers working on salary than it is to train a thousand men to do a good job and get a well-earned day's wages in return.

Throughout the whole report, however, there have been two great questions in my mind. The first is, "Where are the teachers who are prepared to carry on this industrial and agricultural work; must they always be Americans, who have to spend two years in adjusting themselves to Porto Rican methods, only to return to the States?" The second is, "How can these elementary and higher graded schools train young boys, who have physical and mental immaturity, to do industrial and agricultural work which will show almost immediate results of the economic value of these subjects?"

The first question might be answered by some who would say that a few of the young people ought to be sent to the States and given the education which would fit them to teach these subjects; but my answer is that if the prospective teachers develop into very capable young men and women they will probably never stay in the teaching profession. The opportunities to act as Porto Rican representatives of business houses will tempt the young men, and training young ladies at a heavy state expense, expecting them to forego marriage, is an expensive delusion. This plan is like putting all the eggs in one basket.

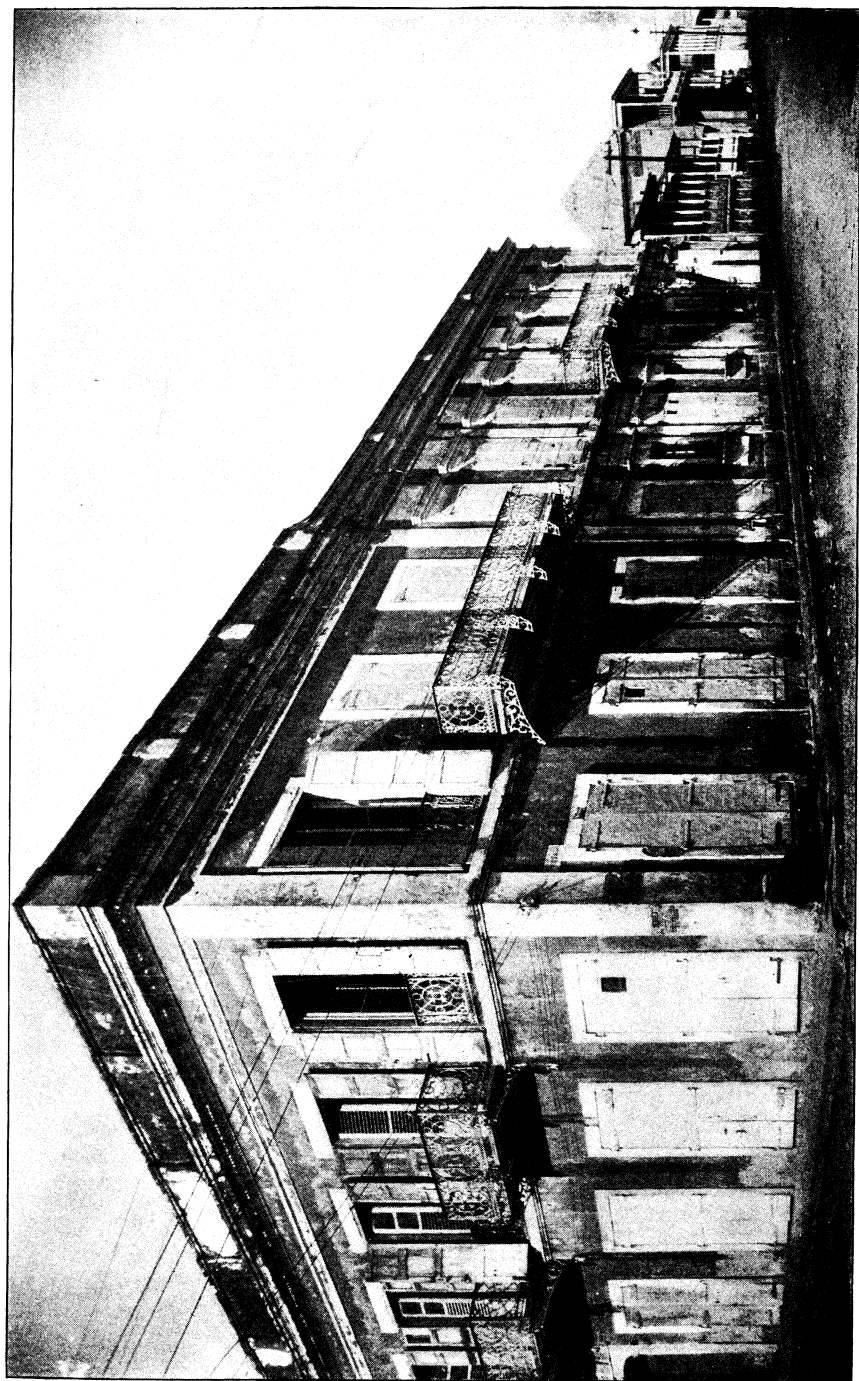
The other question is a very serious one. The people of Porto Rico are poor. Those who will patronize the vocational schools will be among the poorest. Many of them will be obliged to leave school early, and so the length of time that they can spend in a given course will be short, and consequently they can hardly be more than the workers, mechanics, small farmers, etc. Porto Rico needs men trained to plan the work for other workmen; needs men so trained that they can almost revolutionize agricultural methods, and who will be able to carry out the directions laid down by capitalists and promoters. The schools whose courses of study I have outlined can never do a grade of work such as will supply well-trained young men capable of working out large problems. Elementary vocational schools in the States could supply boys to fill the "industrial niches," but Porto Rico needs to have "industrial niches" created, as well as boys to fill them. If boys can not afford to stay in these industrial schools long enough to thoroughly learn a trade, can not some plan be devised which will keep them in school by avoiding the question of poverty? I see only one answer to the two main questions raised as regards obtaining not only teachers for the work, but quick economic returns of the benefits of industrial and agricultural education. It is this: Organize a Tuskegee or Hampton Institute in Porto Rico, for I believe that these schools are exercising a great influence in the South. They furnish a liberal education to all who apply by having arrangements whereby a student can pay his way through the school.

A general scheme of the Porto Rican agricultural and mechanic arts college might be as follows: This college can probably be established under the Morrill Act if the insular government will meet the requirements of this act and if the school does work of a high enough grade to come within its provisions.

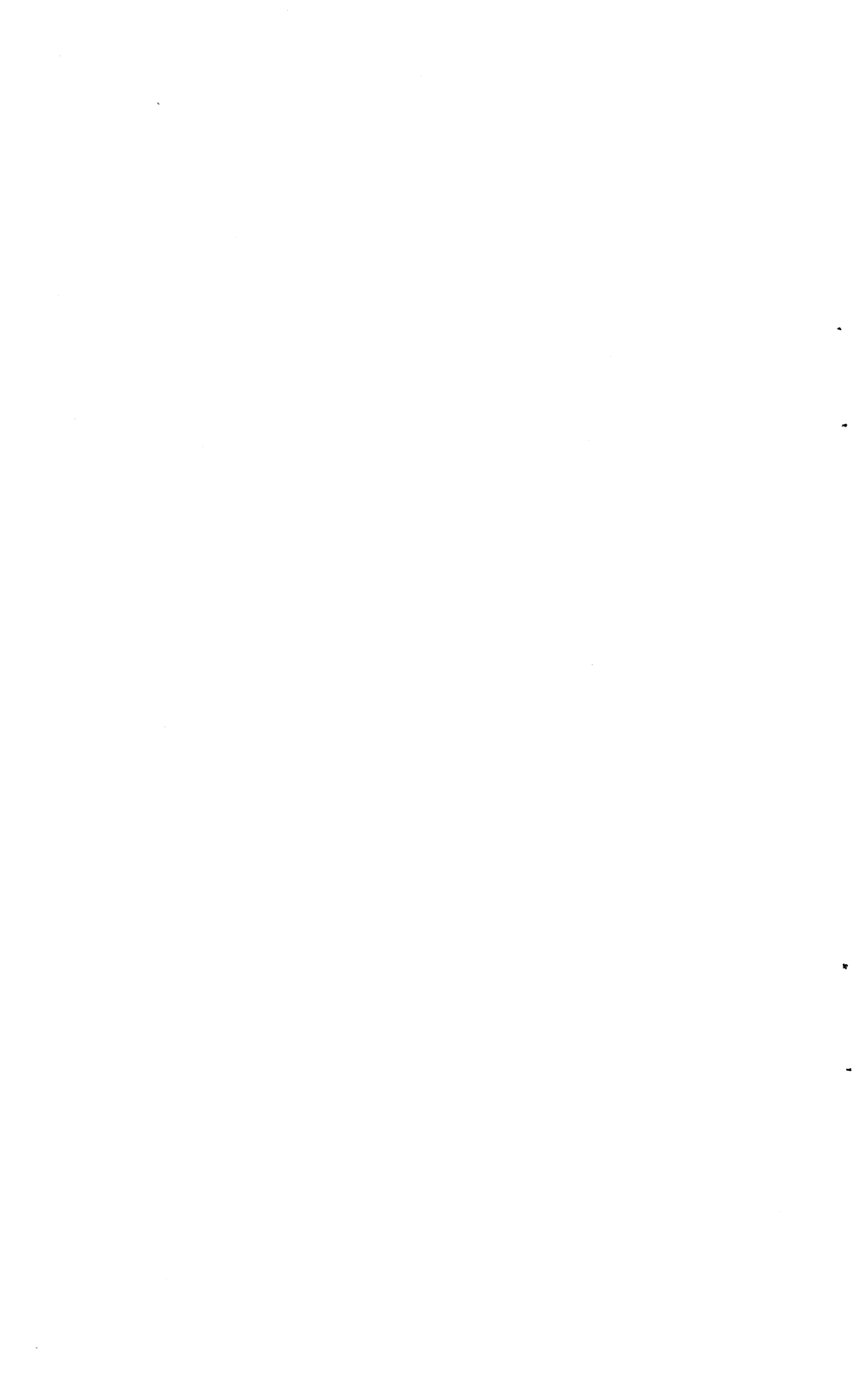
#### SYNOPSIS OF MORRILL ACTS, 1862 AND 1890.

Annual appropriation from the sale of public lands for the endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts shall be \$25,000 to be applied only to instruction in agriculture, mechanic arts, English language, and various branches of mathematical, physical, natural, and economic science, with special reference to their application to the industries of life. No distinction is made for race or color, but there can be separate schools, provided that the money be equally divided. The grants of money authorized by this act are made subject to the legislative assent of the several States and Territories. No portion of said money shall be applied directly or indirectly to the purchase, erection, preservation, or repair of any building or buildings. An annual report by the president of each of the said colleges shall be made to the Secretary of Agriculture, as well as to the Secretary of the Interior, regarding conditions, progress of each college, including statistical information in regard to its receipts, expenditures, library, number of students and professors, and also any improvements and experiments which may be made under the direction of any experiment station attached to the said college.

The location of the school should be in Rio Piedras, as this is near the capital, the normal school, and easy of access. The equipment at the normal school would then be available for some of the academic work of the college, saving considerable expense in equipment, and help in promoting a general educational atmosphere. The object of this college should be to give the young people of Porto Rico an opportunity to acquire literary, industrial, and agricultural education—to become leaders when they



MAYAGUEZ GRADED SCHOOL.



return to the community from which they came through the practicing of those methods learned in school. The tuition ought to be free on account of the poverty of the pupils likely to attend this school. The board ought to be a certain sum per month, paid for partly in cash and partly in labor, or else all in labor. There should be a day school and a night school. Candidates should be at least 15 years old, of good physique, must be able to read and write, able to pass an examination in arithmetic and geography, and have a certificate of character from a former teacher or a recommendation from a former employer. Those who can pay for their board should attend the day school, and the night school should be for those who are obliged to pay their way through school by obtaining employment in the vicinity in the daytime or by working around the buildings of the school. The labor of these students must be satisfactory in order to have their work accepted as part payment. As the student's ability increases the pay ought to be increased accordingly. Pupils should buy their own books. In order to comply with the Morrill act, military drill must be introduced, and the school will be carried on better under military discipline. A band should be introduced into the school. Both of these features would be especially desirable and popular in Porto Rico on account of the nature of the Porto Ricans, who not only like marching and music, but really need some form of physical exercise which will develop the chest. The band would be a good feature in contributing to the social elements which in Porto Rico are so thoroughly enjoyed. Public rhetorical would be very interesting, and as a line of outside interest would prove very acceptable. An assembly hall, gymnasium, and drill room can be combined into one room. Students ought to wear a school uniform.

Following is a list of the subjects in manual and industrial arts with their topics. The topics coming under agricultural work have been omitted here, as I have already given an outline of an agricultural course of study. The only difference between the work done in agriculture in this school and that done in the district agricultural schools would be in the use of the farm machinery, in a practical course in care of stock, and in the more advanced scientific work in the laboratories and fields that can be done in a school where the pupils can obtain thorough elementary instruction; this thorough instruction being possible because the children are kept in school longer, and because they are in a certain sense selected from the elementary schools.

Woodwork in carpentry, wood turning, cabinetmaking; names of tools; series of problems illustrating methods of planing, sawing, chiseling, etc.; framing; flooring; roofing; stair building; cabinet and furniture making; use of machinery; study of available timber; building wagons, wheelbarrows, farming implements, etc. All school repairs can be done by students.

*Blacksmithing.*—Tools; fires; exercises involving different tools and processes; setting tires; horseshoeing, wagon work, repair work about school property.

*Printing.*—Tools and names of type; technical terms; mixing inks and colors; use of machinery; book and circular binding; publication of school paper; catalogues; notices, etc. All this work is a great aid in English, besides being a good trade.

*Leather work.*—Names of tools; different stitches; preparation of leather; repairing; cleaning; oiling harness; making odd parts; making harness; carriage trimming; drafting and cutting patterns for shoes; measuring; running of stitching machines; repairing shoes of pupils in the school.

*Painting.*—Names of colors; exterior and interior work on houses; staining, varnishing, and finishing furniture. Renovating of school equipment should be in hands of students.

*Masonry and plastering.*—Tools; study of cements, sand, foundations; interior and exterior work; reading of plans; making estimates; building of new buildings.

*Tinsmithing.*—Tools; soldering; making household articles, such as pans, pails, milk pans, etc.; drafting patterns; roofing; repairing school equipment.

*Drawing.*—All students in the school taking mechanical work ought to take drawing. The first-year work is necessarily preparatory to the later work—learning uses of instruments, accuracy, and neatness. From this elementary work the course extends to more advanced work of furniture designing, house building, and similar problems of construction. In connection with mechanical drawing there should be instruction in free-hand drawing for the girls and for those boys who show special aptitude in this kind of work, and should cover composition, lettering, pen-and-ink work, charcoal work, life study, etc.

*Sewing.*—Threading needle; basting; different stitches; darning; buttonholes; operating sewing machine; measuring; cutting and making garments; drafting; talks on hygienic principles of dress; colors; textiles; manufacture of cloths.

*Millinery.*—In this department many of the methods learned in the sewing class and many of the principles of form and color can be applied. The course extends from the wiring and binding of hats to their decoration with ribbons, bows, and silks.

*Cooking*.—Making and caring for fires; washing dishes; different kinds of utensils; cooking of breads, muffins, and pancakes; vegetable cooking; meats; cereals; fish; eggs, and soups; cleaning of woodwork and equipment; care of table linen; advanced theoretical work in food composition; study of dietaries; economic values. There ought to be a thorough course in home nursing, for it is an important subject. Preserving fruits has large possibilities.

*Laundering*.—Kinds of water and soap; alkalis; bluing, starches; acids; washing of different materials; removal of stains and laundering of delicate pieces; use of laundering machinery.

*Basketry*.—Tools; braiding; twisting; sewing into simple forms; harmony of materials and color; decorative work; manufacture of baskets for use in school equipment.

This school being near San Juan can take care of those pupils who wish to specialize in those industrial subjects not taught in the San Juan graded school, and the proximity of this college (?) and the normal school means trained native teachers for the agricultural and industrial work.

I have said nothing in regard to the academic work because in the early stages of this school it can not differ much from that which I have outlined for the Ponce school, and because the students will not be prepared to do work of a higher grade until the common schools have been thoroughly established. Of course the higher grade of mechanical and industrial work can only be done when higher scientific work is taught. For instance, a proper study of soil means a knowledge of chemistry; proper construction of buildings means a knowledge of the strength of materials and its accompanying mathematical formula.

In conclusion I have summarized the important points of the report as follows:

1. General argument of the value of agricultural and industrial education.
2. Status of agricultural education in other countries.
3. Agricultural and mechanic arts instruction in the United States.
4. Important deductions made from the experience of other countries in this work which may be applied to Porto Rico.
5. Criticism of present agricultural schools in Porto Rico.
6. Recommend the continuance of these schools, but one ought not to expect too much of them.
7. Recommend the establishment of district agricultural schools. As a beginning I would suggest the immediate establishment of one on the island in the southwestern part, between Mayaguez and Yauco, this being, I believe, especially favorable territory in which to inaugurate this important phase of education and the best place for it to have a fair trial.
8. Discouraging and encouraging features for the general introduction of this form of education.
9. General scheme for the interests of industrial education in San Juan, Ponce, and Mayaguez, taking into consideration the differences between these cities.
10. General outline for a mechanic arts and agricultural college, with statements showing the need for such an institution.

#### REPORT OF THE PRINCIPAL OF THE MAYAGUEZ INDUSTRIAL SCHOOL.

MAYAGUEZ, P. R., June 30, 1903.

SIR: In compliance with your request of recent date I take great pleasure in submitting the first annual report of the Mayaguez Industrial School.

We began November 10, 1903, with 68 pupils. We matriculated about the same number of boys as girls. These 68 were then divided into four groups or divisions according to their several abilities.

These children, generally speaking, are those who come from poor parents. However, a number appear to be of a better class. It has been our constant aim to furnish these boys and girls examples of neatness, cleanliness, punctuality, and moral uprightness. In connection with this, we would say that perhaps the greatest thing we have accomplished is the creating of a better moral tone. This is seen in their dress and general behavior.

Concerning the work more in detail, we would say that the children have shown themselves possessed of talent in drawing, ready with tools, and very teachable. Great interest has been shown in all branches. We feel that a course of study of about five years should be arranged soon in order to facilitate the work in coming years. Again, if we are to introduce other branches of mechanical work, we must take off some of our academic work.

The principal feels that we must make our work as practical as possible. With

this in mind he has named many things in his requisition with which more practical work can be done. We should allow the first or highest class to go ahead with wood turning, building of doors, window sashes, furniture, and if possible build a small house.

There seems to be a good opportunity for carpenters and cabinetmakers. The mechanical drawing and free-hand drawing should, as far as possible, be made to correlate with the several industries taught.

There is some doubt in our mind as to what new industry should be introduced. At present there are few machine shops on the island, and these, generally speaking, are poorly equipped. There will doubtless be, in view of the railroads, sugar centrals, electric-light plants, ice plants, and electric trolley lines under construction, some need of machinists and young men possessed of electrical knowledge. We have read that cotton can be raised here with considerable success. This also might bring about an industrial condition whereby men and women with ideas of machines and commercial relations would be in demand.

We feel that the sewing and cookery should be as practical as possible. These branches of the work should be extended and more practical work introduced.

We have noticed that the masons, carpenters, and other mechanics, when led by skilled American workmen, do excellent work. There are some very good mechanics in these trades, but they need skilled leaders, and need to be taught to calculate and to do their own thinking.

Hat making and basket making seem in many parts to have reached a fair degree of perfection. We are in doubt as to the commercial importance of these, due to the change of styles, etc.

Since coffee is being raised in many more countries now than a few years ago, we feel that it will be many years, if ever, before it gains its former importance. However, we have not been on the island long, and any opinions that we have formed are likely to be changed on further investigation.

Agriculture, properly taught and managed, ought to give good results. The writer has read and studied carefully the various agricultural reports about the island, and he feels sure that there is a grand future for this line of work.

At present in our work here the greatest drawback is the lack of room in the building now occupied. The principal has thought over many plans for the betterment and development of the work here and feels, with proper accommodations for the prosecution of the same, that good results are sure to follow. The boys and girls need to be taught exactness and care, and we must introduce such trade work as will develop their minds along scientific lines. With this in mind the course of study should be mapped out for a certain number of years and strictly followed. All studies that have a practical end should be given preference. Latin, for example, should have no place in an industrial school.

Such studies as study of steam and the steam engine, strength of materials, physics, chemistry, and electricity should form an important part of the course. These studies should be presented in as practical a manner as possible, the pupil doing the actual work under the guidance of practical mechanics. We should surround the boys and girls with certain machines in order that they may more readily and sooner get some ideas and practical knowledge of their workings.

The work for the past year, although but an experiment in many respects, has been a real success, and with increased opportunities the success will be correspondingly greater from year to year.

Very respectfully, yours,

GEO. W. HAMILTON, *Principal*.

THE COMMISSIONER OF EDUCATION, *San Juan, P. R.*

## REPORT OF THE SUPERVISING PRINCIPAL OF KINDERGARTENS.

SAN JUAN, *September 1, 1903.*

SIR: I have the honor to submit to you the first annual report of the kindergartens of San Juan.

Upon assuming the responsibility of supervising the kindergartens of Porto Rico, there were already established three separate branches of the work—in San Juan, Rio Piedras, and Ponce, respectively, each working independently. My first care was to unite this work and start on a cooperative plan. So far as San Juan and Rio Piedras is concerned, I think we may consider our work as very successful, but Ponce being at a distance, it was more difficult to communicate and obtain a clear understanding

with the kindergartner in charge. But I feel convinced that another year it may be successfully arranged.

We have, unfortunately, been carrying on the kindergarten work in San Juan under somewhat unfavorable circumstances, through unavoidable mistakes. We started three classes under the name of the "Poullsson kindergartens" in the two lower rooms of the Lincoln School building, with the promise of a separate building for the work as soon as one suitable could be found; we are still waiting. Nevertheless, under the circumstances, we have managed to make the work of general benefit to the children at school, and more than helpful in connecting the home and the school.

Each class is in charge of a native directress, who has been trained in the work and who speaks English sufficiently to carry on the work in that language. She is assisted by a "pupil teacher," of whom I will speak later. Each class has had an enrollment of 30 children, which, owing to the lack of room, could not be increased, although our intention was to enroll from 50 to 60 children. We have, therefore, been forced to carry a long waiting list.

The work in each class has been carried on with the main idea of developing the child's mind and broadening his ideas, while special stress is laid on the necessity of self-reliance and helpfulness to others. There has been a general programme laid out for all the work, taking for its basic idea, "The child in his relation to man," and this in turn has been divided into special topics which the individual teacher has taken for the base of her weekly and daily programme.

The kindergartner's work does not stop here. Every home must be visited once or twice a month, and kindergartner and mother can consult as to the special needs of the child, and many and pleasant—as well as useful—have been the experiences. Mothers have come to me with tears in their eyes, worrying over various misdemeanors or shortcomings in their little ones. We have talked the matter over, and usually with satisfactory results.

The great complaint in the beginning was the numerous "tardy babes" who would come straggling into the kindergarten any time between 9 and 10 o'clock. This, the mothers explained, was unavoidable owing to their many duties in the house. "Baby had to wait until brother and sister had been made ready for school." "Why not teach the little ones to help themselves?" This was a new problem, and when placed before the child in the right light was usually solved by himself.

Then again the improvements in the homes and the benefits derived from the kindergarten may be readily seen by the visiting kindergartner. The homes are cleaner, the interest in the child's life is keener, and the general drawing together of child, kindergartner, and parent is more helpful to the development of the child than a year's schooling.

I called on a mother the other day and she complained that her boy was never satisfied with anything for more than five minutes at a time. He was an only child, and consequently had been spoiled and petted. I suggested giving him some regular duties, and the reports since from both parent and teacher are most encouraging. I could continue to relate dozens of experiences of such a kind were it not for lack of space and time.

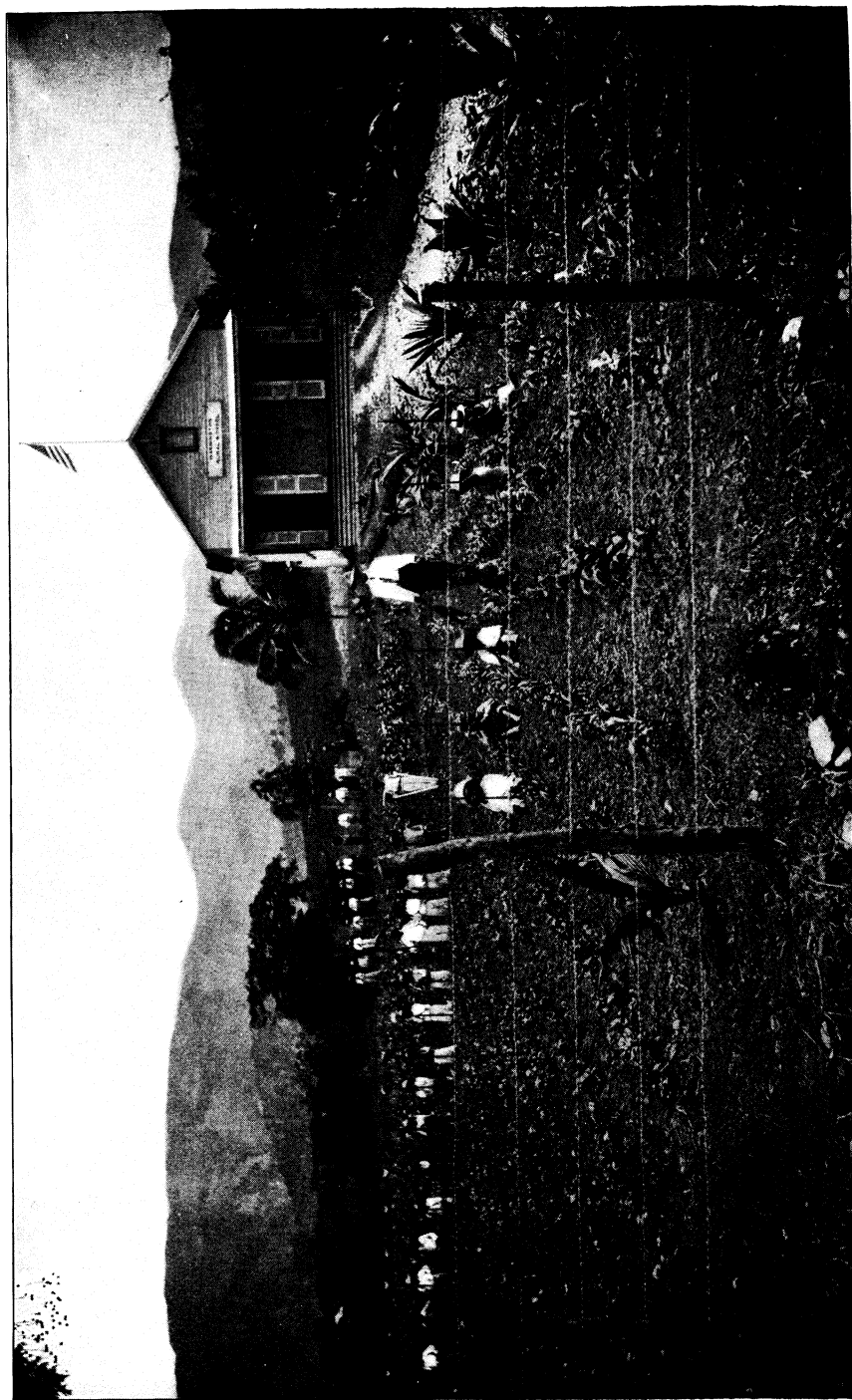
We have instituted a custom in the kindergarten by which we hope to help, morally at home and financially in the kindergarten, taking as our maxim "Something for something, and nothing for nothing," but a thing worth having is a thing worth working for. Each child is supposed to have some duty at home, by the performance of which he is to earn one penny a day. This he brings to the kindergarten to pay for current expenses. We have collected in the San Juan kindergarten about ten dollars, which has been spent for various necessities and entertainments during the year.

We have also formed among the children a little society by which we are trying to instill into their hearts a love and care for animals. This is called the "Blue Ribbon Society." We have had up to date four meetings of the society in which the children have related various tales of their animals at home, and in turn have been told stories of animal life.

One meeting was held on Froebel's birthday, and each child, after making a frame for Froebel's picture and hearing a short story of his life and work for the children, told its little experiences of the month. One little tot related how he had seen "a big boy" teasing a dog; had gone up to him and told him that "if he would stop he might become a member of the society and wear a blue ribbon bow."

Another feature of the work has been the parents' meetings. We began by meeting once a month for discussions on the kindergarten subjects, but some mothers expressed a desire for a study class. A class was therefore organized for the study of story-telling, to meet once a week. It was well attended for about two months,





CLASS AT WORK, WASHINGTON AGRICULTURAL RURAL SCHOOL, SABANA GRANDE, P. R.



and some good work was done by the mothers. We have had seven monthly parents' meetings, with an average of twenty-five parents present. These meetings are indebted to various kind friends, among whom are Mr. Martinez, Mr. Drees, Mr. Juncos, and Miss Noel, for many valuable lessons and much useful advice, for which I am sure those who attended will ever be thankful.

These meetings have really helped a great deal, especially in the opening of the mothers' eyes to the needs of the children. After each discourse there is an open meeting in which we discuss the subject in question, after which we usually have a little social entertainment. The subject of one meeting was "A parent's duty to the child," and special stress was laid upon the needs of the child during the developing period when he is incessantly asking questions. The speaker dwelt particularly on the harm accruing to the child who is denied an answer under the plea that "he is too young to understand," but again, how much good could be done by a few words which might satisfy the child's curiosity. Stress was also particularly laid upon the advantages to be gained by walks and talks with the children, thus leading the young mind to the parent for information.

The week following this talk I was delighted to find that quite a number of mothers had tried the experiment. One mother whose gradual development I have been particularly interested in watching—as I have had two of her children with me—I met with her two little girls walking along the "paseo" in Puerta de Tierra. They were gazing intently up at a big tree, and I found out that the little one had been inquiring if that big tree had once been little. Her mother told her "Yes," and that if she should plant a young tree now she would see how it grew larger and taller each year.

A father whose child, on entering the kindergarten last year, was willful, shy and sad, never wishing to play, told me that he now has a full set of kindergarten material in his home and is an entirely changed child, forever inquiring what things are for, and how they are made, etc.

The work of the Rio Piedras kindergarten is carried on under the same plan as San Juan, with the exception that there is but 1 directress, with 1 assistant, and an enrollment of 50 children. The location of the building is ideal. Situated on the normal-school ground it has the advantage of using the surrounding garden for the children, each child having his individual bit of ground for planting and tending.

The mothers have shown a great interest in the work, and frequently spend an hour in the kindergarten during the morning. One mother has spent most of her mornings there, and claims that it has been a liberal education. Not only has she benefited, but her entire home and life has changed. The improvement in the homes of these children is indescribable, and the mothers are constantly telling us of the difference in the children's dispositions in their homes, and the most marvelous changes are visible in their cleanliness and habits.

The directress has made during the six months of the school year 229 visits, making a monthly average of 38.

Special note has been made by the teachers in the public schools regarding the difference in the children who have had a kindergarten training, and they are almost unanimous in favor of the training. One teacher remarked the other day that the children from the kindergarten seemed so much better prepared to help themselves and are cleaner and better behaved than those entering directly from the streets.

The regular visiting and parents' meetings are also part of the monthly programme. These meetings in Rio Piedras have been particularly interesting and encouraging. The mothers have been very regular in their attendance, and have evinced both pleasure and appreciation, entering into the spirit of the work, and after the discourses, which have been a repetition of those given in San Juan, they have been studying the games, entering into them with the true child spirit. These plays, although so often misunderstood and ridiculed by the public, are the mainstay of life and love-inspiring mediums for teaching, and form the basis for all education. As Plato says, "The plays of children have the mightiest influence on the maintenance of law." And again: "From the first years the plays of children ought to be subject to laws; for if these plays and those who take part in them are arbitrary and lawless, how can children ever become virtuous men, abiding by and obedient to law? If, on the contrary, children are trained to submit to law in their plays, the love for law enters their souls with the music accompanying the games, never leaves them, and helps in their development."

The class for young girls who wish to study the kindergarten work was started simply with the hope of interesting some young people in the study of child nature. There was absolutely no encouragement given them in the way of future benefit, and I was very much surprised to find on the first announcement an application list of over

twenty young girls. Out of these I selected a dozen as good starting material. The plan had been to admit only half a dozen, but as I supposed there would be many enthusiasts in the beginning who would gradually drop out, I started with a larger number. My predictions proved true, for after persuading four of the number to attend the high school my class gradually diminished to five pupils and I was forced, on account of not having the special school building, to refuse all further applicants. The five young ladies who have remained with me during the year are now preparing to take the entrance examinations for the normal school. In their work with me they have studied the general principles of education and the practice and theory of the Froebel system, but my special effort has been to develop the power of reasoning and thinking and to awaken the love for investigation. They have also had a class in English twice a week with Miss Ward, the directress of the Rio Piedras kindergarten.

They have also attended the morning session of the kindergarten, and if the building had permitted the plan would have been to have admitted fifty extra children for practice classes. Under the existing circumstances, I have been able only to give them the care of a class at different times or a few children selected from the regular classes.

Once a week the four directresses met with me for the arrangement of the week's programme, and to talk over any special case or plan which may present itself. After this work has been completed, we have been spending a half hour in the study of Froebel's great work, *The Educator of Man*. During this reading many important questions have been discussed and a feeling of friendliness and helpfulness inspiring each of us to do better work the following week awakened, and we have learned to appreciate that all-powerful motto "In union there is strength."

Very respectfully, yours,

ZILLAH J. ROBBINS,  
*Supervising Principal of Kindergarten Work.*

The COMMISSIONER OF EDUCATION, *San Juan, P. R.*

## OBSERVATIONS ON EDUCATIONAL WORK IN PORTO RICO.

[By Dr. Charles De Garmo, of Cornell University.]

CORNELL UNIVERSITY, *Ithaca, N. Y., June 6, 1903.*

DEAR DOCTOR LINDSAY: I am glad to conform to your recent request that I should write you a brief letter concerning my recent participation in your educational conferences throughout the island.

### THE TEACHING OF ENGLISH IN PORTO RICO.

I confess to a somewhat sceptical state of mind before I visited the island regarding the successful outlook of an attempt to teach the whole people a new tongue. I was familiar with the meager success that the English have had in such efforts in India, and I had just received a long and eloquently expressed letter showing the futility of such efforts in the remoter parts of the Philippine Islands, but my preconceived notions upon this subject were wholly changed by what I saw in Porto Rico. The first thing that impressed me in this respect was the evident desire of the people to compass the use of this new tongue. I found even gray-headed men, each with his morsel of English, which he was good enough to try to use with the visitor who had not paid him the compliment of trying to learn a single word of Spanish. We were greeted everywhere with American patriotic songs by the school children. They evidently took a vast pride in their ability to read their English books with facility. Then, again, their copy books were marvels of skill in spelling and penmanship and even in correct structure. Constant inspection for eleven days in many parts of the island convinced me that the children were not only able to learn English, but willing and even anxious to do so. I found everywhere, moreover, the schools supplied with the best of our modern American text-books in English, and, most important of all, I found American teachers in every village who were devoting themselves to the training of children and to Porto Rican teachers in the practical use of the English language. We have many illustrations in history of people who have become bilingual, and no one who understands the capacity of the Latin-American in the acquisition of

language can doubt that, if desire and opportunity and good training are at hand, combined as they are in Porto Rico, ultimate success in the acquisition of the English will be obtained.

The only point of criticism that seems to me worth making in this respect is that the pronunciation of the English by the children is extremely crude and foreign sounding. If the English were to be attained as a mere academic accomplishment, as most Americans learn French or Italian, it would not matter seriously about the pronunciation. But since the Porto Rican wants English not so much for cultural as for practical purposes, the pronunciation becomes a very important matter. Moreover, childhood is precisely the period when the sounds of a foreign language can be most easily and correctly learned. Nor is this mastery a really difficult task. The vocal organs of a child are extremely flexible, and if used patiently and correctly for a short time can be quickly trained to give the English sounds. I recommend, therefore, that the teachers pay very much more attention to phonology than they are now doing; that charts of the English sounds be written upon the board or upon manila paper, and the children be drilled upon them every day for a few minutes. This, I am sure, will be more than worth while. It is really a somewhat vital matter if the acquisition of English in Porto Rico is to be of permanent value. American teachers in Porto Rico would do well to study the modern methods in France and Germany for acquiring an accurate pronunciation of foreign tongues. They have everything in their hands, because they are native to the language, and need only to impart thoroughly and systematically what they themselves know in order to obtain the very highest success.

The department might easily have manila charts of the English elementary sounds prepared and furnished to the schools. Children delight in this sort of exercise, and their reading will quickly show the effects of such drill. An American ought to be able to understand the Porto Rican child when he reads in the American Second Reader, but at present it is more than one can now do whose ear has not been trained to the peculiar intonations and pronunciations of English given by the Porto Rican children.

#### INDUSTRIAL TRAINING.

The modern world is coming to believe that the education of a people should conform to their industrial and social needs, rather than to any preconceived scheme of education which is to be followed irrespective of differences in race, tradition, or practical needs. We have some impressive lessons of that kind in our own country. For a long time after the close of our civil war it was thought that all we needed to do to make the former slaves self-respecting, self-supporting, and self-governing was to train their minds in the same way that the sons of ministers and college professors were trained in the North. The idea did not occur to us that Latin would not have the same transforming influence upon the mind of the black men that it has in some cases upon the minds of white men, and therefore we established colleges for colored men. We trained them in the same abstract mathematics and grammar and languages that we were accustomed to rely upon in the North, but the result was anything but satisfactory. We succeeded in reaching but a very few of the colored youth, and whatever we may have done personally to those whom we did reach, we succeeded in spoiling most of them for any practical usefulness for their race or their country. It is only now after some thirty years or more of experiment that we are fitting our education to the social and economic needs of these people, and it is a striking fact that the best type of education is to-day found in the colored and Indian schools for industrial training. Porto Rico is in a position to profit by this long and expensive experimentation in the United States. The great problem of education in Porto Rico is not the cultivation of a few choice intellects, but is rather the elevation of great masses of people to economic and civic independence. To accomplish this result it is very evident that we should not repeat the failures of early American efforts, but should forthwith adapt our instruction to the peculiar social and economic needs of the people we are trying to educate. For this reason, a visitor from the States is filled with admiration for the wisdom and efficiency of the work now being projected by the education department in Porto Rico, and which is being so earnestly and effectively carried out in the various communities. Everywhere one sees the effort to make the instruction practical and useful. Of course, the lack of means is pathetically evident, but the kind of education attempted is full of promise for the future.

It is very evident that a great industrial school like that whose corner stone was recently laid in Ponce should be established in every one of the larger cities of the island. These schools, whose avowed object is to lay the foundation for trades and

industries, are much surer to do the kind of work that is necessary than any other education that can be obtained through formal manual training. In our efforts to universalize all of our instruction so as to make it generally useful for everything and practically useful for nothing, we often make grotesque mistakes. Thus, for instance, we take a form of manual training that is good for a heavily timbered northern country, one of whose occupations is the making of toys from its native wood, and transport this so-called sloyd system into regions in which there is little or no wood to be had and in which the people never have thought of manufacturing toys. I trust that the schools in Porto Rico will not fall into similar errors, but that the manual training which is attempted will be such as can be applied to profitable ends under the conditions of Porto Rican life. This, of course, is a new problem in adaptation of a noble educational ideal, but it is one of immense importance and one that must be solved there if the manual training is to be of any serious import.

Industrial work in rural schools is a difficult problem in any country, and I fancy is unusually difficult in Porto Rico, whose surface is broken up by mountains and valleys. But the present beginnings of the establishment of agricultural schools are most promising. In those districts in which the population is relatively dense the commissioner's plan of having two teachers for each school is a most happy one, for the children can spend half their time in the schoolroom and the other half in the field or in industrial work that is akin to field work and supplementary to it. Nowhere in the United States, so far as I know, is any such admirable plan carried into execution, but it is an ideal toward which our people are moving.

#### PORTO RICO MUST BE BETTER KNOWN.

I am convinced that the welfare of Porto Rico can be promoted in no better way than in becoming better known in the United States. It is a small island and a long way off, and except as a stray paragraph in a newspaper now and then reminds Americans of its existence, it is to most as if it were not.

Porto Rico needs to be better known in order to be better understood and more thoroughly appreciated. If Americans could realize how earnestly the people of the island wish to profit by their new opportunities, to rise to their new responsibilities, to utilize to its fullest extent the larger political and economic life opening before them, it is certain that a readier and fuller sympathy would be extended to them. They would be taken more seriously and regarded as of more real importance. When the people of the United States think of Porto Rico they are likely to picture its dot-like space upon the map and not its teeming population; or, if they contemplate the inhabitants at all, they are likely to see the foreigner and not the fellow-countryman—the man of strange language, of peculiar features and complexion, and not a new and valuable type of American citizen. These misconceptions are due to ignorance.

Again, the greatest need of Porto Rico to-day, after the education of its children, is the development of its present and possible productive industries. But this means money as well as enterprise. The children now in the schools must find something profitable to do when their education is accomplished, if they are not to sink back into a peonage that is perhaps worse than the old. A people to be self-governing must be self-supporting, and, within such limited confines as hem Porto Rico in, the only possible permanent solution is the growth of manufacturing industries. But if the United States continues to regard the island as a name, how are its possibilities to become realized, its industries developed? Thousands would enjoy its equable climate, its glorious scenery, and would gladly invest their money within its borders were they but properly informed. For every reason, therefore, the island should become better known.

Is there here not an opportunity for the lovers of Porto Rico to start and maintain a propaganda in its favor? We want to know about your coffee, tobacco, and sugar industries; your citrons and other fruits, and what may be done with them; your straw hat and other similar manufactures, and your drawn work. We want information in attractive form about your climate, your mountains and streams, your homes and institutions. The human elements in your lives are sure to appeal to the human elements in ours. There is abundant evidence that American papers and magazines would welcome contributions from such fresh fields. I recommend, therefore, that every man or woman in Porto Rico who can do so acceptably should use his utmost endeavors to make that beautiful island better known in the United States.

#### THE NEW UNIVERSITY.

Finally, not unduly to prolong this letter, I would commend the establishment of your new university and hope for its rapid development. Such an institution would

contribute largely to making the island better known, not only in the United States, but in Latin America and in Europe. Students will flock to it from every land; its professors will contribute to the advancement of knowledge, and will, as you yourself have so ably shown, powerfully contribute to the solution of some of the most pressing problems of the New World.

Very truly, yours,

CHARLES DE GARMO.

DR. SAMUEL McCUNE LINDSAY,  
*Commissioner of Education, San Juan, P. R.*

## REPORT OF CHIEF OF DIVISION OF SUPERVISION AND STATISTICS ON ENGLISH EXAMINATIONS OF PORTO RICAN TEACHERS.

SAN JUAN, P. R., *May 26, 1903.*

DEAR SIR: I have the honor to submit the following report on the examination in English for Porto Rican teachers, which was held in accordance with circular No. 110. Although this circular was criticised in the island press by a few people, under the pretense of defending the rights of the teachers, by a few ex-teachers, who, through various good reasons had lost their positions, and by a limited number of teachers who had underestimated the importance of English, and had neglected to study it heretofore, I am glad to say that the vast majority of the teachers immediately began to prepare for this examination, in accordance with the terms of the circular. The questions for this examination were prepared by the department, and the regular examination was held on the morning of April 25, 1903. Upon the request of various teachers who, through sickness or other just causes, were unable to present themselves at this time, it was decided to hold a special examination on May 16, 1903, at which 76 teachers presented themselves. Together with this report I send a set of questions for each grade of teachers. That the Porto Rican teachers are eager and anxious to learn the English language and that they are studying it with commendable enthusiasm is shown by the fact that 934 teachers serving in the public schools of Porto Rico presented themselves out of a total of 1,008 employed. In addition to this, 28 teachers holding certificates from this department but not teaching in the public schools also presented themselves. This is ample proof that the teachers, as a body, are fully in sympathy with the general introduction of English in Porto Rico. Only 74 teachers now employed failed to present themselves, and it must be remembered that many of these have passed the maximum age limit and hence will not receive certificates for the coming year.

The papers of the teachers were promptly forwarded to this department by the persons in charge of the examination and were carefully examined and marked by a committee appointed by the commissioner of education. The committee conscientiously tried to give each teacher the mark that he deserved, but as an additional precaution after the papers were marked, those receiving 96 per cent or over were presented to another competent authority for reexamination and verification in order to determine to whom the prizes should be awarded, and it was found that exceptionally high per cents were obtained by the following principals: Jaime L. Drew, Adjuntas, 98.1; Carlos A. Reicherd, Mayaguez, 98; Carlos N. Muñoz, Guayama, 96.7; Manuel G. Nin, Yauco, 96.6.

Upon investigation it was learned that Mr. Drew is an American by birth, and hence is debarred from receiving a prize. It has also been learned that Mr. Muñoz has enjoyed the benefit of a period of residence in the United States of such length as to aid him materially in the acquisition of English. The committee was of the opinion that the first prize of \$25 and a certificate of attainment in English should be awarded to Carlos A. Reicherd, of Mayaguez, and the second prize, consisting of a silver medal, to Manuel G. Nin, of Yauco. It was also found that the following graded teachers received the three highest marks out of the total number examined: Ramona Rivera, Naranjito, 97.7; Francisco Carretero Elías, Hatillo, 97.3; José Gonzales Ginorio, Arecibo, 97.3. It was recommended also that the first prize of \$25 and a certificate of attainment in English for the best graded examination be awarded to Ramona Rivera, of Naranjito; and as the two gentlemen mentioned have both received exactly the same mark, each of them should be awarded a silver medal as second prize.

It was found that Isidora Alera, of Aguada, and Pedro José Correa Negrón, of Utuado, had both received 97.2 per cent, which is the highest mark received by any rural teacher. It was therefore recommended that the prize money be equally divided between the two and that each receive \$12.50 in cash and a certificate of attainment in English. The next highest mark given to a rural teacher was obtained

by Juan Franquiz, of Yauco, who received 97 per cent, and it was recommended that he be given the second prize consisting of a silver medal for the best rural examination.

I have carefully investigated the record of the teachers mentioned for prizes and find that they well deserve this honor, as what they have done in the study of English has been due largely to their own earnestness, zeal, perseverance, and determination to win. I herewith forward their papers for your own perusal.

However, I wish to say that these teachers are not the only ones who have made the best of their opportunities, as is shown by the fact that 23 teachers received 95 per cent or over, barring Americans and those recommended for prizes, which shows that their work in this examination is a high credit to themselves and a testimony to the faithful work that the teachers, as a whole, have been doing. I submit their names and respectfully recommend that they be given honorable mention by publishing their names in the leading newspapers of Porto Rico.

I also beg to call your attention to the fact that some of our teachers, such as those of Cidra, Barranquitas, Barros, and a few other towns, have not enjoyed the benefits of instruction by an English-speaking teacher. Nevertheless, they, as well as a large number of rural teachers who were prevented from attending the English classes by rains, bad roads, and other just causes, presented themselves at the examination and did their best, for which they deserve full credit. The result of the examination shows that 167 teachers received 90 per cent or over, 226 received from 80 to 90 per cent, 155 received from 70 to 80 per cent, 116 received from 60 to 70 per cent, 98 received from 50 to 60 per cent, and 200 received below 50 per cent.

I submit the following table of general results prepared by this division. It is a curious fact that some of our rural districts, such as Yauco and San German, where teachers had few opportunities to come in contact with English-speaking people, have presented the best examination. I wish to make special mention of the fact that in the Humacao and Manatí districts all of the teachers presented themselves, and that in the Yauco, San German, Aibonito, and Utuado districts only one teacher was absent in each. This speaks well not only for the Porto Rican teachers, but also for the superintendents and English teachers who have stimulated and directed them in their work.

I respectfully recommend that the standings of those teachers who received 50 per cent or over be indicated on their certificates; that no mention be made of the marks of those who fell below 50 per cent, and that the certificates of the teachers who did not take either the regular or special examination be retained by the department until a satisfactory explanation has been given by them as to why they did not present themselves. Copies of the standings of the teachers have been forwarded to the different district superintendents, from whom the teachers may obtain their per cents.

I beg to state that quite a large number of teachers have requested that they be given another opportunity to be examined in English. In one town the teachers petitioned the department that English classes be continued for the rest of the year. Their request has been granted. I respectfully suggest that a new course in this language be outlined for the teachers of the different grades somewhat more extensive than that pursued during the present year, and that the superintendents be authorized to loan such books as may be required for the use of teachers during the summer vacation, and that another examination be held during the latter part of the coming school year. In this course special stress should be laid on translation from Spanish into English, spelling, and correct construction of original English sentences.

This report would not be complete without mentioning the work of the American teachers who were required to teach their Porto Rican fellow-teachers for one hour three times a week. A few looked upon this as an imposition of the department, but with the exception of these few all undertook this new duty cheerfully and willingly and watched the progress of their pupils with a true professional interest.

Very respectfully, yours,

PAUL G. MILLER,  
*Chief of Division of Supervision and Statistics.*

HON. SAMUEL M. LINDSAY,  
*Commissioner of Education.*



*List of teachers who received 95 per cent or over, including those who have studied in the United States, and not including Americans or prize winners.*

## SAN JUAN DISTRICT.

Josefa Noell, principal ..... 96.2  
Guillermana Gonzalez, principal.. 95.25  
Mercedes F. Jauregui, graded .... 97.17

## FAJARDO DISTRICT.

Fernando E. Rodriguez, principal. 96.4

## HUMACAO DISTRICT.

Gerardo Selles Salas, graded..... 95  
Pascual M. Barreras, rural ..... 96  
Geronimo Berrios, rural ..... 95

## GUAYAMA DISTRICT.

Carlos M. Muñoz, principal ..... 97.5  
Henry Huyke, principal ..... 96  
Juan J. Alsieux, graded ..... 96.3  
José J. Padilla, rural ..... 96

## COAMO DISTRICT.

Serafin M. Natal, rural ..... 96.3

## PONCE DISTRICT.

Aristides Moll, principal ..... 96  
Francisco Rodríguez, graded ..... 96.25

## YAUCO DISTRICT.

José P. Sanchez, graded..... 96

## SAN GERMÁN DISTRICT.

Abraham Toro Nazario, graded.... 96  
Domingo Panaini, rural..... 95.33

## MAYAGUEZ DISTRICT.

Fernando R. Cuebas, graded ..... 96  
Benoti Cumpiano, graded ..... 96  
Pablo Foucaud, rural ..... 95.5

## AGUADILLA DISTRICT.

Urbino Perez, rural..... 95

## TOA ALTA DISTRICT.

Juan Rodriguez Cepero, rural .... 95.25

## BAYAMÓN DISTRICT.

Josefa Morales, rural ..... 95.5

*Summary of results of English examination of Porto Rican teachers.*

| District.        | Number employed. | Number examined. | Number not employed but examined. | Number employed but not examined. | Received 90 per cent or over. | Received from 80 to 90 per cent. | Received from 70 to 80 per cent. | Received from 60 to 70 per cent. | Received from 50 to 60 per cent. | Received below 50 per cent. | Average per cent for district. | Rank of district. | Received prizes. |
|------------------|------------------|------------------|-----------------------------------|-----------------------------------|-------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-----------------------------|--------------------------------|-------------------|------------------|
| San Juan .....   | 60               | 65               | 10                                | 5                                 | 9                             | 10                               | 8                                | 10                               | 12                               | 16                          | 63.54                          | 14                | .....            |
| Carolina .....   | 48               | 45               | 0                                 | 3                                 | 3                             | 8                                | 4                                | 6                                | 12                               | 12                          | 57.76                          | 17                | .....            |
| Fajardo .....    | 40               | 31               | 0                                 | 9                                 | 5                             | 8                                | 8                                | 2                                | 3                                | 3                           | 67.8                           | 9                 | .....            |
| Humacao .....    | 50               | 51               | 1                                 | 0                                 | 13                            | 14                               | 9                                | 3                                | 2                                | 10                          | 70.66                          | 4                 | .....            |
| Caguas .....     | 63               | 57               | 0                                 | 6                                 | 8                             | 11                               | 10                               | 11                               | 7                                | 10                          | 67.07                          | 10                | .....            |
| Guayama .....    | 42               | 37               | 0                                 | 5                                 | 7                             | 9                                | 3                                | 1                                | 2                                | 15                          | 58.48                          | 16                | .....            |
| Aibonito .....   | 52               | 51               | 0                                 | 1                                 | 8                             | 11                               | 16                               | 6                                | 4                                | 6                           | 70.08                          | 7                 | .....            |
| Coamo .....      | 51               | 50               | 2                                 | 3                                 | 9                             | 17                               | 6                                | 6                                | 5                                | 7                           | 70.28                          | 6                 | .....            |
| Ponce .....      | 75               | 76               | 3                                 | 2                                 | 10                            | 13                               | 13                               | 13                               | 5                                | 22                          | 62.62                          | 15                | .....            |
| Yauco .....      | 51               | 51               | 1                                 | 1                                 | 13                            | 21                               | 9                                | 4                                | 3                                | 1                           | 80.29                          | 1                 | 2                |
| San Germán ..... | 48               | 50               | 3                                 | 1                                 | 13                            | 15                               | 11                               | 5                                | 2                                | 4                           | 77.2                           | 2                 | .....            |
| Mayaguez .....   | 67               | 56               | 3                                 | 14                                | 14                            | 10                               | 10                               | 4                                | 6                                | 12                          | 68.31                          | 8                 | 1                |
| Aguadilla .....  | 57               | 50               | 0                                 | 7                                 | 9                             | 9                                | 9                                | 8                                | 4                                | 10                          | 66.09                          | 12                | 1                |
| Camuy .....      | 48               | 41               | 1                                 | 8                                 | 10                            | 9                                | 5                                | 5                                | 3                                | 9                           | 66.3                           | 11                | 1                |
| Arecibo .....    | 59               | 58               | 3                                 | 4                                 | 11                            | 23                               | 5                                | 3                                | 8                                | 8                           | 71.54                          | 3                 | 1                |
| Utua .....       | 49               | 48               | 0                                 | 1                                 | 7                             | 14                               | 8                                | 10                               | 3                                | 6                           | 70.34                          | 5                 | 1                |
| Manatí .....     | 47               | 47               | 0                                 | 0                                 | 6                             | 7                                | 6                                | 6                                | 3                                | 19                          | 54.9                           | 19                | .....            |
| Toa Alta .....   | 48               | 47               | 1                                 | 2                                 | 7                             | 9                                | 7                                | 6                                | 8                                | 10                          | 64.6                           | 13                | .....            |
| Bayamón.....     | 53               | 51               | 0                                 | 2                                 | 5                             | 8                                | 7                                | 7                                | 6                                | 18                          | 54.92                          | 18                | 1                |
| Total .....      | 1,008            | 962              | 28                                | 74                                | 167                           | 226                              | 155                              | 116                              | 98                               | 206                         | .....                          | .....             | 8                |

## EXHIBIT IV.

## SELECTED CIRCULAR LETTERS TO SUPERINTENDENTS OF SCHOOLS.

## CIRCULAR LETTER No. 110.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, October 24, 1902.*

*To the supervisors:*

GENTLEMEN: You are hereby informed that on Saturday, April 25, 1903, an examination in English will be held in all the towns where there is an English teacher.

In order to give the Porto Rican teachers a fair opportunity to prepare for this examination the English teachers are hereby directed to teach English three times a week during the last hour of the school day. These classes will be open free of charge to teachers and to members of the school board of the vicinity. Where there is more than one English teacher in a town the work shall be equally divided by the supervisor of the district. If teachers desire to take lessons outside of the hours established they must make arrangements with the English teacher, or any other person, as a private teacher at their own expense.

There will be three grades of examination—rural, graded, and principal.

The examination for rural teachers will include exercises in translation from English into Spanish and from Spanish into English, questions in grammar selected from *Lecciones de Lenguaje Inglés-Español* (published by the American Book Company), in addition to which rural teachers will be required to write a dictation exercise from the Standard First Reader.

The examination for graded teachers will cover, in addition to the foregoing—

First. A dictation exercise from the Standard Second Reader.

Second. The writing of a composition of not less than 150 words on a theme selected from a list of five familiar topics relating to the geography of the United States, using Frye's *Geografía Elemental* in preparation for this work.

The examination for principals will include—

First. The writing of an exercise dictated from the Standard Third Reader.

Second. Questions in grammar and the use of words in English, basing the work on Welsh's *English Grammar*, from Lesson 56 to Lesson 121, inclusive.

Third. Translation from Spanish into English of an exercise selected from *El Lector Moderno* No. 1.

Fourth. Translation from English into Spanish of an exercise selected from the Standard Fourth Reader up to page 231.

Fifth. A composition in English of not less than 200 words on one to five given topics on the geography of the United States, using Frye's *Grammar School Geography* in English in preparation.

All exercises for translation shall be taken from prose.

Supervisors will place a copy of the books mentioned in the hands of teachers requiring them for study. Where teachers do not have these books they should make requisition for them to their district supervisor.

In this examination all teachers are expected to attend unless previously excused by the department on application through the supervisor. Teachers who fail to attend, or who fall below 50 per cent, will have this fact recorded and taken into consideration as a part of the teacher's record, governing the approval or disapproval by the department of his application for the renewal of his certificate for the following year.

Teachers are required to take the examination corresponding to the grade of the certificate which they now hold.

The last examinations in English were not satisfactory, and certain prizes which the department intended to offer from a small private fund, contributed by friends in the United States who are interested in the progress of Porto Rican schools, were not awarded.

The following prizes are offered for excellence in this examination:

First. A first prize of \$25 in cash and a certificate of attainment in English, attested by the seal of the department, for the best examination in each grade.

The first prize may be divided in case two or more teachers of any grade rank exactly alike, in which case each would receive a certificate.

Second. A second prize consisting of a silver medal, with an appropriate inscription, for the second best examination in each of the three grades, additional medals being awarded in case two or more teachers rank exactly alike.

All teachers having a standing of 50 per cent or over will have their standing recorded on their certificates for next year.

No prize will be awarded in either class where the first and second best examinations are not of sufficient excellence, in the judgment of the commissioner of education, to justify the awarding of the respective prizes.

Teachers who have had special opportunities for the study of English, such as a period of residence of one year or over in the United States, can not be awarded prizes. In cases where there are difficulties in determining whether a teacher has had special opportunities, the commissioner of education shall be the final judge.

Respectfully, yours,

SAMUEL McCUNE LINDSAY, *Commissioner*.

CIRCULAR LETTER No. 112.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, November 8, 1902.*

DEAR SIR: We have now in stock some new books intended to supplement those at present in use and to take their place in case the present supply is not adequate. The following brief description will probably enable you to decide how many of these books you could use profitably in your district; or, if not, you can make out a requisition for single copies for purposes of examination prior to making out a requisition for the number of copies you desire to use. The books are as follows:

Lecciones de Gramática Castellana, by Enrique C. Hernández, published by Appleton & Co. This is an elementary Spanish grammar suitable for the work in the sixth, seventh, and eighth grades.

Lector Moderno No. 3. This is an advanced Spanish reader, and should be used where the Libro Cuarto de Lectura is mentioned in the course of study and Circular No. 106.

McMaster's School History of the United States, in Spanish. This can be used for instruction in the history of the United States in grades seven and eight, and should also be used as supplementary reading in Spanish in the same grades. One copy of this book should be in the hands of every teacher in your district in addition to any copies you may desire to use for class work.

Ames's Elementary Hygiene, for the sixth, seventh, and eighth grades, in addition to which a copy should be in the hands of every teacher in your district.

Appleton's Primer. This is a new book prepared especially for the schools in Porto Rico, with illustrations taken from photographs of Porto Rico and the Philippines. The text is specially prepared with reference to life in this climate. It is suitable for reading in the second and third grades and in some cases might be used in the first grade. It is entitled "A Primer of Industry and Geography for Primary Pupils."

Frye's Grammar School Geography, in English. This is a large geography constructed of the latest and best materials and has been prepared with a supplement on Porto Rico for special use in our schools. It is suitable only for work in geography in the seventh and especially the eighth grade and for the teachers and for supplementary reading in English, where it could be used as low down as the sixth grade.

There is but a limited stock of each of these books on hand and no more can be purchased this year. Therefore please make your requisition for only the number that you can use to the very best advantage in your district.

Respectfully, yours,

E. W. LORD, *Acting Commissioner*.

CIRCULAR LETTER No. 113.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, November 12, 1902.*

*To supervisors:*

I beg to call your attention to the fact that the department expects you to report critically, fully, and fearlessly upon the work of teachers in your district. We must

aim constantly at securing a better grade of teaching. You should be at all times sympathetic in your criticism of teachers and in the advice that you see fit to give them.

It may be necessary to make some changes in the school law at the coming session of the legislature, and I would ask that you send me as soon as possible a letter on this subject calling attention to changes in the existing school laws which in your judgment would add to the efficiency of our school system.

According to the act of the legislature at its last session Arbor Day should be observed in all our schools on the 5th of December. A manual of suggestions for its observance has been prepared and is now in the hands of the printer; I expect to send the supervisors copies to supply their teachers before the end of the present week.

Another word in regard to the English examinations: If teachers prefer to take the examination of the grade in which they are teaching when that is of lower grade than their certificates, they may do so, but in that case will not be considered eligible for a prize.

Respectfully,

E. W. LORD, *Acting Commissioner.*

#### CIRCULAR LETTER No. 115.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, November 14, 1902.*

*To the supervisors:*

You are hereby informed that a supervisors' conference will be held at the offices of this department during the Christmas recess.

Your actual traveling expenses incurred in coming to San Juan and returning to your headquarters, as well as subsistence for the days that you are away from your homes, will be paid by this department, being taken from your regular monthly allowance.

You will find inclosed a copy of the programme of this conference, which is sent you at this early date in order that supervisors to whom subjects have been assigned may have the opportunity to make thorough preparation. They are requested to write out the discussions of the subjects given them and to file their papers with the field supervisor after reading them. No paper should take up more than twenty minutes. Each paper will be followed by a discussion, in which an opportunity will be given to all present to take part. These papers may be published as part of the annual report of the commissioner of education.

Should any changes be made in the dates you will be notified in due time.

Any correspondence in regard to this conference should be addressed to the field supervisor.

Very truly, yours,

E. W. LORD, *Acting Commissioner.*

#### *Programme of supervisors' conference, December 29 to 31.*

##### Monday, December 29, 1902:

- |   |              |
|---|--------------|
| 8.30 a. m.—A Statement of the Powers and Duties of Supervisors: (a) In their Relation to the Department; (b) In their Relation to the School Boards; (c) In their Relation to the Teachers; (d) In their Relation to the Public ..... | Mr. Sawyer.  |
| 10.00 a. m.—Things to Do and Observe on Visiting a School .....   | Mr. Lynch.   |
| 1.30 p. m.—Common Errors in Methods Found in Our Schools and How to Correct Them .....  | Mr. Roberts. |
| 3.00 p. m.—Errors in Discipline, and How to Correct Them .....  | Mr. Landrón. |
| 7.30 p. m.—A Separate Course of Study for the Rural Schools .....   | Mr. Ducont.  |
| 8.30 p. m.—Monthly Reports .....  | Mr. Eckman.  |

##### Tuesday, December 30, 1902:

- |   |                |
|---|----------------|
| 8.30 a. m.—Grading, Promotion, and Graduation of Pupils .....   | Mr. Wood.      |
| 10.30 a. m.—The Distribution and Care of Books and Supplies, with a Consideration of the Texts to be Used in Each Grade ..... | Mr. Fajardo.   |
| 1.30 p. m.—Needed Changes in the School Laws .....  | Mr. Northrup.  |
| 3.00 p. m.—Special Subjects: Such as Music, Drawing, Kindergarten Work, Sloyd, etc .....                                      | Miss Ankrom.   |
| 7.30 p. m.—The Teaching of English .....  | Mr. Kelley.    |
| 8.30 p. m.—The Teaching of the Spanish Language .....   | Mr. Rodríguez. |

Wednesday, December 31, 1902:

|  |                |
|--|----------------|
| 8.30 a. m.—A Criticism of the Course of Study.....   | Mr. Conant.    |
| 10.00 a. m.—The Agricultural School.....   | Mr. Hutchinson |
| 1.30 p. m.—Teachers: (a) Minimum Age and Experience Qualifications; (b) Tenure of Office; (c) Graded Salaries..... | Mr. Miller.    |
| 2.00 p. m.—A Discussion of Questions Placed in the Question Box during the Conference.                             |                |

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CIRCULAR LETTER No. 118.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, November 21, 1902.*

*To the supervisors:*

I beg to call the attention of the supervisors to the fact that in verifying and filling out the monthly reports more care must be exercised. While the errors noted are not committed by all the supervisors, I trust that those who for any reason have not verified and filled out these reports properly will do so in the future. Hereafter all reports containing errors will be promptly returned for correction.

In the teacher's monthly report the omission of the supervisor's name, the grade, the date on which the school month ends, and even the name of the municipality are common errors. Often the name of the supervisor is not spelled correctly. In the case of annexed municipalities it would be well to indicate that fact in some way, as: Ponce (Peñuelas), Camuy (Hatillo). Supervisors should never accept a report from the teachers unless the blank spaces at the head are properly filled.

As regards the figures under 1, 2, 3, 4, 5, 6, 7, 8, and 9 the greatest care should be exercised. Often the best teachers make errors in these. Totals are not sufficient. Pupils must be classified by color and sex. It would be well for the teacher to note color of pupils in the first blank space of the page in the record book. This will insure reporting a pupil as of the same color for all the school months of the year.

In filling out the supervisor's monthly report the same attention should be given to the blank spaces at the head. Under "Remarks" some of you make too liberal use of the words "good," "very good," "excellent," "very excellent," and "most excellent." This is especially true of some of the new supervisors. As you learn to know the teachers better you will probably find out that in many cases you were deceived by first impressions and by what the teachers told you of their own special merits. I do not mean to say that the teachers should not be given full credit for what they do, but judging from the reports received, the number of good and excellent teachers is relatively large here in Porto Rico. Be especially careful in your reports on progress, order, and method. If your visit is not long enough to enable you to judge these correctly, say so frankly in your report. Under no circumstances should a supervisor report on things which can only be judged by seeing a school in session when the visit is made during the noon intermission or after the pupils have been dismissed for the day. If on arriving at a school you find that the pupils have been dismissed for the day, take up the teacher's report in the regular manner and in your own report make note of the fact that the school was not in session.

In addition to giving the teachers full credit for the good points about their work do not fail to point out errors and show them how to correct them. Do not stop to argue questions of pedagogy with the teachers, but tell them what you expect of them and let them understand that they are to do as they are told. Never find fault or criticise a teacher adversely in the hearing of his pupils. On the contrary do what you can to uphold and increase the influence of your teachers in the schools and communities where they work.

It is better for you to note what you observe and do on making visits than to qualify things as good, bad, etc. As often the supervisor's presence has a marked influence on the order, I advise you to distinguish between temporary and permanent good order. In your report on method mention the subjects in which you have observed the teacher's method. Hereafter you need not report on the results of inspection.

Finally, do not fail to sign your name. I find it necessary to say this because we are receiving reports unsigned.

The office is now planning to change the form of the monthly reports in some details, and I also hope that the clerical work of the supervisors will be greatly lessened in the near future by introducing the use of carbon sheets.

Respectfully, yours,

PAUL G. MILLER, *Field Supervisor.*

CIRCULAR LETTER No. 119.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
San Juan, November 25, 1902.

*To the supervisors:*

The Arbor Day Annuals, prepared by this department, have been sent directly to the teachers in order that they might be received at the earliest date possible. By this same mail a few additional copies are sent to you.

You will notice that teachers are required to report to you on the observance of the day, and to send you the ballots cast in the vote for an emblematic tree. Please see that these reports are not neglected by the teachers, and when you have received them from all your schools, forward reports and ballots to this office.

In every way possible try to have Arbor Day properly observed in your district. The commissioner will appreciate any special report upon its observance that you may care to make.

Yours, respectfully,

E. W. LORD, *Acting Commissioner.**Public schools of Porto Rico—Arbor Day, 1902.*

“Todo buen árbol lleva buenos frutos; mas el árbol carcomido lleva malos frutos. No puede el buen árbol llevar malos frutos; ni el árbol carcomido llevar buenos frutos. Todo árbol que no lleva buena fruto, córtase, y échase en el fuego. Así que por sus frutos los conoceréis.”

*A los Maestros:*

Cuando los Europeos llegaron por primera vez á América encontraron extensos bosques que crecían por todas partes del país. Inmensos árboles centenarios crecían sin ser estorbados en toda su grandeza, pues la gente que habitaba estas tierras hacía muy poco uso de las maderas excepto para hacer de vez en cuando una canoa. Los Indios nunca derribaban un árbol. Pero cuando los blancos llegaron todo esto cambió y los árboles, por miles, eran cortados para sacar maderas para construir sus casas y para centenares de usos diversos. Los bosques eran grandes, pero rápidamente desaparecieron, y después de muchos años la gente despertó á la realidad del hecho de que había peligro de que todos los árboles del país desaparecieran. Entónces alguien sugestionó la idea de que se les debía enseñar á los niños de las escuelas á sembrar arbolitos y cuidarlos, y de esta idea viene la del “Arbor Day.”

En 1874, en el Estado de Nebraska, se observó por primera vez este día, y muy pronto después otros Estados decidieron observarlo como día de fiesta y que los alumnos de las escuelas públicas fueran enseñados con respecto al valor de los árboles y á hacer algo con el fin de embellecer y hacer atractivos los terrenos de sus escuelas. Ahora en cada Estado de la Unión y en muchos países extranjeros se observa este día. No hace más que tres años que se celebra este día en España y el año pasado fué celebrado por primera vez en Italia.

Aquí en Puerto Rico estamos empezando ahora y esperamos que se hará mucho en este “Día del Arbol” para hacer más agradables los terrenos de nuestras escuelas y para contribuir al embellecimiento de la Isla.

Si es posible hacerlo, debe sembrarse por lo menos un árbol en los terrenos de la escuela. Escójase un árbol á propósito y hágase el trabajo bien hecho.

Entónces el maestro puede nombrar una Comisión especial de entre los alumnos de mayor edad, quienes verán que el árbol sea propiamente cuidado. No se permita que un árbol después de plantado muera por falta de cuidado. Si no es posible sembrar árboles, quizás podría sembrarse matas de flores ó enredaderas. Por lo menos debe hacerse algún esfuerzo para embellecer los terrenos de la escuela, y esto deberá hacerse en todos los casos.

Los ejercicios que se hagan dentro de la escuela deberán ser sencillos y en armonía con el día. Haga que los alumnos lean ó reciten algo, tratando de que trozos escogidos sean referentes á la “Naturaleza,” y que canten los cantos nacionales y otros que sean á propósito para la ocasión. Sería bueno para los de los grados más altos algunas composiciones cortas ó disertaciones describiendo distintos árboles de Puerto Rico, y en algunos casos se le podría pedir á alguna persona competente de la localidad para que diga un pequeño discurso sobre esta materia.

Trate de evitar el cansancio, tanto en la preparación del programa como al llevarlo á cabo.

A esta carta acompaña una forma en blanco para informar: se suplica al maestro que la llene debidamente y que la remita, tan pronto como le sea posible, al Inspector del Distrito.

De Vds. muy atentamente,

E. W. LORD,  
*Acting Commissioner of Education.*

EXECUTIVE MANSION, *San Juan, P. R., November 14, 1902.*AL HONORABLE COMISIONADO DE EDUCACIÓN, *San Juan, P. R.*

SEÑOR:—De acuerdo con las prescripciones de la ley, el primer Viernes del mes de Diciembre, se celebrará como Día del Arbol. La costumbre de designar un día para la siembra de árboles es muy hermosa. Incita al amor de la naturaleza, y despierta en los niños cierta admiración hácia las obras de Dios.

Entre los dones generosos que han sido derramados sobre Puerto Rico, la vida de los árboles es uno de los más ricos. Alentemos, todos, la inclinación á embellecer los patios de las escuelas y hogares plantando árboles, y enséñese á los niños á cuidar las plantas, que han de hermoear constantemente el paisaje y han de traer á su memoria los dulces recuerdos que rodearán la fiesta del Día del Arbol.

Sea Ud. bastante bondadoso para expresar mi distinguida consideración al fiel cuerpo de profesores que en actualidad trabaja en la Isla. Sólo el deber me impide verles más á menudo, pero estoy al tanto de su progreso, observo su influencia y estoy verdaderamente orgulloso de su espléndida obra. Les deseo éxito continuo. Para los niños de las escuelas, que la felicidad y la salud sea el premio de todos. Que cada uno de ellos se desarrolle y llegue á ser fuerte de inteligencia y cuerpo, quedando así bien dispuesto para las altas responsabilidades que recaen sobre un pueblo que goza el privilegio de una educación libre en una nación libre y grande.

Respetuosamente,

WILLIAM H. HUNT, *Gobernador.*

## PROGRAMA PROPUESTO.

(Este programa es simplemente sugestivo y debe variarse según las condiciones locales. Se suplica, sin embargo, que en todo caso se lea á los niños la "Ley del Día del Arbol," la "Carta del Gobernador" y la "Carta del Comisionado" y que se haga la votación para el Arbol Emblemático para Puerto Rico.)

1. Canción.
2. Lectura de la Ley y Carta del Gobernador.
3. Canto ó Recitación por uno de los alumnos.
4. Lectura de la Carta del Comisionado por el Maestro ó por algún Oficial Escolar.
5. Recitación.
6. Árboles de Puerto Rico: Hága que algunos de los alumnos lean descripciones breves sobre árboles nativos, ó que alguna persona competente hable sobre el particular.
7. Recitación ó Disertación.
8. Recitación ó Disertación.
9. Recitación ó Disertación.
10. Canción.
11. Citaciones de Autores Españoles ó de otras nacionalidades. (Prepare á algunos de sus alumnos para que cite á algún autor que ha escrito algo sobre la vida de las plantas ó de las bellezas de la Naturaleza.)
12. Votación para el Arbol Emblemático.
13. Canto. "América."

## LEY DISPONIENDO LA CELEBRACIÓN DE LA FIESTA DEL ÁRBOL POR LOS NIÑOS DE LAS ESCUELAS PÚBLICAS DE PUERTO RICO.

*Decrétese por la Asamblea Legislativa de Puerto Rico:*

SECCIÓN 1. El primer viernes del mes de diciembre de cada año se conocerá en toda la Isla de Puerto Rico, bajo el nombre de día del árbol, y se declarará festivo en todas las escuelas públicas á cargo del Comisionado de Instrucción.

SEC. 2. Será deber de dicho Comisionado hacer que los estudiantes de todas las escuelas públicas de la Isla se reúnan en las casas escuelas ó en cualquier otro lugar que considerase adecuado para el fin y disponer y dirigir bajo la dirección del inspector ó director de la escuela local ó de la Junta Local de Instrucción ó de otros funcionarios que tengan á su cargo la inspección general de las escuelas públicas de cada municipalidad ó distrito, aquellos ejercicios tendentes á desarrollar la siembra, protección y conservación de árboles y arbustos y á familiarizarse con los mejores métodos que deban adoptarse para obtener los resultados apetecidos.

SEC. 3. El Comisionado de Instrucción tendrá poder bastante para formular de tiempo en tiempo un curso de ejercicios é instrucción referentes al cultivo, protección y conservación de árboles y arbustos como queda mencionado, cuyos ejercicios deberán adoptar y observar las autoridades de las escuelas públicas el día del árbol, y al recibo de las copias de dicho curso de ejercicios, en número suficiente para proveer á todas las escuelas bajo su dirección, los inspectores de escuelas proveerán enseguida con una

copia á cada una de las escuelas á su cargo y se encargarán de que el día sea observado en la forma dispuesta.

SEC. 4. La Asamblea Legislativa asignará anualmente una cantidad para llevar á efecto las disposiciones de esta ley mediante la recomendación del Comisionado de Instrucción.

SEC. 5. Esta ley empezará á regir á partir de la fecha en que sea aprobada.

Aprobada, febrero 28, 1902.

#### Á LOS NIÑOS DE LAS ESCUELAS PÚBLICAS DE PUERTO RICO.

QUERIDOS NIÑOS Y NIÑAS: Cuando miramos á nuestro alrededor y vemos los montes y los valles, los arroyos y los ríos, los verdes árboles y las plantas por todos lados, pensamos que Dios no ha podido hacer una tierra más hermosa que esta bella Isla de Puerto Rico, y ciertamente esta es la verdad. Por lo quiera que miramos vemos la belleza de la naturaleza y es un deber de nosotros el amar nuestra hermosa Isla. Cuántos de nosotros reconocemos esto es lo que queremos decir cuando cantamos estas líneas de nuestro himno nacional "America!"

"I love thy rocks and rills,  
Thy woods and templed hills."

Podríamos amar nuestra tierra aunque no fuese hermosa, pero qué contentos no debemos estar en poseer una tierra tan bella para amar. Y si queremos ser verdaderos patriotas, verdaderos amantes de nuestro país, debemos hacer todo lo que esté á nuestro alcance para que todo cuanto nos rodea sea bello y hermoso. Debemos recordar que cuando hacemos algún daño á un árbol ó á una planta hacemos algo que no es patriótico—hacemos algo que tiende á hacer menos hermosa á nuestra tierra. Y cuando sembramos y cuidamos un árbol ó una enredadera hacemos un acto de patriotismo, pues ayudamos al embellecimiento de nuestra Isla.

En esta día podeis poner á un lado vuestros libros, y dejar vuestras lecciones mientras celebrais esta fiesta de los árboles, y si colocais en el terreno de vuestra escuela un árbol ó aunque sea un arbusto que ayude á hacerla más atractiva podreis, con razón, sentirnos orgullosos y felices, pues esto es bueno. Pero no debeis olvidar de cuidar y proteger lo que sembrais. De seguro que Vds. no sentirían admiración ninguna por un hombre que no cuidase de sus hijos; estos árboles que sembrais son vuestros hijos y debeis atender á que sean alimentados y regados así como protegidos contra cualquier enemigo. Vuestro maestro me dirá lo que habeis hecho en esta día—si habeis sembrado algún árbol y todo lo concerniente á vuestros ejercicios del día, y si alguna vez puedo visitar vuestra escuela, como espero que podré hacerlo algún día, desearé ver los árboles que habeis sembrado. No es solamente con sembrar árboles que podeis hacer más atractivos los terrenos de vuestra escuela, debeis acordaros de tenerlos siempre bonitos y limpios, de modo que por todas partes se presenten agradables y halagüeños á la vista. Haciendo esto demostrareis que sois verdaderos ciudadanos y verdaderos patriotas.

Que en este dichoso "día del árbol" aprendamos á amar un poco más nuestro país y que la felicidad reine en todos los corazones.

Soy de Vds. su afectísimo amigo,

E. W. LORD,  
*Acting Commissioner of Education.*

#### UN ÁRBOL EMBLEMÁTICO.

De pocos años á esta parte casi todos los Estados de la Unión Americana han elegido un árbol ó una flor, ó ambas cosas, como su emblema especial. En la mayoría de los casos estos árboles y flores han sido elegidos, por medio de votación, por los niños de las escuelas públicas.

En este "día del árbol" proponemos que los niños de las escuelas de Puerto Rico voten por un árbol emblemático para esta Isla. Para hacer una elección honrada, dos votos se tomarán en cuenta, uno este año y otro el "día del árbol en 1903." Es muy probable que en esta primera votación saldrán electos distintos árboles, pero el año próximo se votará por uno de los dos árboles que en 1902 obtuvieron la mayoría de votos, y cuando se venga á una decisión final, se le pedirá á la Cámara Legislativa que ratifique la elección hecha por los niños.

Se suplica á los maestros que hagan por que sus alumnos voten de la manera siguiente: Téngase preparado de antemano, como boletas, unos pedazos de papel cortados en cuadro, que midan 3 pulgadas de ancho por 4 de largo; á la hora indicada en el programa, se le dará á cada uno de los alumnos que sepa escribir una "papeleta de estas, para que en ella escriba el nombre del pueblo y de la escuela en que está, la fecha, el nombre del árbol por el cual vota y lo firme con su nombre.



*Ejemplo.*

|                       |
|-----------------------|
| Nombre del Pueblo.    |
| Nombre de la Escuela. |
| Dic. 5 de 1902.       |
| Nombre del Árbol.     |
| Nombre del Alumno.    |

Estos votos serán recogidos por el maestro y en el pliego en blanco que acompaña á ésta se informará acerca del resultado obtenido. Este informe junto con las papeletas que contienen los votos serán atados cuidadosamente en un paquete y enviados al inspector del distrito, el cual, á su vez, lo remitirá á este departamento. El resultado de las votaciones se hará público tan pronto como sea posible.

## SIEMBRA DE ÁRBOLES.

[Por F. M. Pennock, director of agriculture, I. N. S.]

Hay ciertas condiciones que se deben observar para que los árboles trasplantados vivan y crezcan. Entre otras, son importantes las siguientes:

1. Los arbolitos deben ser trasplantados en la época de lluvia para que esto les ayude á crecer. Desde el 1<sup>ro</sup> de mayo hasta el 1<sup>ro</sup> de junio es buena época y en casi la mayor parte de Puerto Rico es bueno hacerlo en los meses de septiembre, octubre, noviembre y diciembre, aunque los arbolitos sembrados en una época tan avanzada como en el mes de diciembre en la parte sur de la Isla por lo regular necesitan el riego artificial.

2. Deberán escogerse arbolitos vigorosos y bien formados. Arbolitos jóvenes son preferibles á los árboles grandes, pues pueden ser cambiados de lugar con menos estorbo para sus tiernas y activas raíces.

3. Debe escogerse una variedad que sea á propósito para el clima y el terreno en que han de estar.

4. Deberán prepararse hoyos que produzcan bastante tierra fina, rica y porosa de modo que cuando empiecen á salir las raíces nuevas encuentren nutrimento en abundancia y á propósito.

5. Al desenterrar los arbolitos deben preservarse, lo más posible, las pequeñas raíces.

6. Las raíces del árbol deben protegerse en particular de la acción del sol y del viento desde el momento en que se saca de la tierra hasta que es trasplantado. Para este objeto es bueno cubrirlos con yerba húmeda, hojas, musgo, tierra húmeda y aún con periódicos humedecidos.

7. Los árboles deben ser podados al trasplantarlos, quitándoles algunas de las ramas grandes en proporción á la cantidad de raíces que han perdido al ser sacados de la tierra. Esto impedirá que se sequen por un exceso de evaporación por las hojas y ramas pequeñas ante que tengan tiempo de echar nuevas raicillas absorbentes.

8. Como regla general, los arbolitos no deben sembrarse mas hondo de lo que primeramente estaban. Se les debe echar tierra fina al rededor de las raíces las cuales deberán estar extendidas en su posición natural, y mientras se les está echando la tierra deben sacudirse ó moverse suavemente de modo que la tierra se acomode bien en los espacios entre las raíces y no quede aire alguno debajo de ellas.

9. Si no llueve lo suficiente para que la tierra se conserve algo húmeda los arbolitos deberán ser regados durante algunas semanas después de trasplantados. A menudo los árboles empiezan á crecer y al llegar la época de calor se mueren. Para evitar esta pérdida es bueno poner, antes que la tierra pierda su humedad natural, un abono de hojas ó yerbas. Si á pesar de esto los arbolitos sufren por la continuación de la época de seca, nada podrá salvarlos sino la continuación del riego artificial. Los arbustos pequeños pueden crecer más pronto teniéndolos bajo la sombra de ramas grandes durante dos ó tres semanas.

10. Para impedir que se haga algún daño á los arbolitos trasplantados es bueno para protegerlos, formar al rededor de ellos un círculo de estacas fuertes ó ponerles una pequeña cerca. El viento, muchas veces, causa grandes daños á los arbolitos

recien sembrados. Esto puede evitarse reteniendo al arbolito en su lugar por medio de cuerdas ó alambres sujetos en una de sus extremidades por una banda ó faja de cuero que se colocará holgadamente al rededor del tronco de éste y la otra extremidad atada de las estacas que formando un círculo se pondrán al rededor del arbolito.

VARIEDADES.

El Mango es un hermoso árbol que produce mucha sombra y el cual se puede trasplantar con facilidad. Produce una fruta muy rica y se adapta á una gran variedad de terrenos.

El Mamey, el Tamarindo, el Caimito y el Almendro son cuatro árboles frutales, cada uno de gran belleza individual, como árboles para dar sombra.

La Palma Real es una de las plantas nativas más majestuosas y elegantes. Debe trasplantarse joven y bien hondo en un terreno que sea húmedo.

El Cocotero es una palma muy pintoresca y característica de Puerto Rico. Sólo se adapta para sembrarlo en los llanos cerca de las costas.

La Pana y el Castaño son unos árboles grandes cuyas anchas y lobuladas hojas producen un efecto tropical muy rico.

El Laurel de la India crece de hijos, así como también el Jobo y otros árboles de Puerto Rico. El primero es un árbol que se extiende mucho y de denso follage. Con sus lustrosas y suaves ramas de un color oscuro y sus delicadas raicillas que cuelgan en el aire presenta á la vista un efecto precioso.

El Maguey se recomienda como una planta muy fuerte, casi seguro de vivir y crecer aun cuando no se le cuida. Los Lirios grandes, la preciosa variedad de Maracas, las plantas de mucho follage tales como los Crotons, la Caña de la India y las Caladiums variadas, son de las plantas que remuneran el trabajo de cultivarlas, cuando puede destinarse un poco de tiempo y lugar para plantas decorativas.

Deberían sembrarse enredaderas tales como la "Bellísima" color de rosa y la "Bougainvillea," particularmente cuando hay algún árbol ó casa fea que se quiere cubrir.

Nuestras últimas insinuaciones con respecto á la siembra de los terrenos de una escuela son, "Sembrad bien la planta que sembréis; y protegédla y cultivadla, para que la yerba mala no le robe la sustancia que está en el terreno y que le pertenece" y "No amontoneis las plantas unas con otras, sino dadles espacio para crecer."

INFORME ACERCA DEL "DÍA DEL ÁRBOL," 1902.

LLÉNESE É INMEDIATAMENTE REMÍTASE AL INSPECTOR.

Pueblo .....  
Barrio .....  
Escuela .....  
Ejercicios: Fué llevado á cabo el programa propuesto? .....  
Quién dirigió la palabra á la escuela? .....  
Cuántos árboles fueron sembrados? .....  
  
Qué otros trabajos se hicieron en los terrenos de la escuela? .....  
Cuál fue el resultado de la votación para el árbol emblemático? ..  
.....

| Nombre del árbol. | No. de votos. |
|-------------------|---------------|
| .....             | .....         |
| .....             | .....         |
| .....             | .....         |
| .....             | .....         |
| .....             | .....         |
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| .....             | .....         |
| .....             | .....         |

Certifico que este informe está correcto.

.....,  
Maestro.

## CIRCULAR LETTER No. 130.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, January 8, 1903.*

GENTLEMEN: Heretofore in the fixing of the salaries of graded teachers, those in the smaller towns have been paid \$40 per month and those in the larger towns \$50. Up to the present time this procedure has been eminently fair, owing to the imperfections in the grading of our schools. The work required of the teachers in the smaller towns was much less arduous than that required of the teachers in the larger places. Now, however, that our schools have settled down to a fairly satisfactory routine and the duties of graded teachers both in the larger and smaller towns are approximately the same, it seems a wise and fair step and in accordance with the school law that the department should pay all the graded teachers alike, beginning with the month of January, 1903. Vouchers for all graded teachers will therefore be made out for \$50, beginning with this month, and you are requested so to notify the teachers in your district whom it may concern.

Graded teachers performing duties as assistant and acting principals only in cases where such appointments have been previously made by the department will be paid \$60 per month.

Yours, very truly,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*

## CIRCULAR LETTER No. 131.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, January 9, 1903.*

*To the supervisors:*

In regard to the questions which arose at the conference about the monthly reports, I wish to inform you that the teacher's monthly reports must be taken up on the occasion of the supervisor's visit as heretofore. The professional report must be made out in the school and a copy must be given to the teacher. This order is not to be violated by any supervisor.

In filling out the teacher's monthly report have teachers calculate the per cent of attendance for each and every school day of the month and then divide the sum of the daily per cents of attendance by the total number of days taught during the month to find the per cent of attendance for the month. In every case compare carefully the figures in the record book with those of the monthly report card and make the necessary corrections. You need not verify the daily per cents of attendance; that will be done here, but you must give us the correct enrollment and attendance for every day of the school month.

You are directed to call your teachers together on Saturdays and instruct them in filling out the teacher's monthly report. It is not enough to tell them how to do it. Have them bring their record books and work out practical cases on the blackboard. Be sure that all of them can do this before dismissing them. Have principals help you in giving this instruction.

Respectfully yours,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*

RULES OF ENROLLMENT AND ATTENDANCE OF PUPILS IN THE PUBLIC SCHOOLS OF  
PORTO RICO.

ENROLLMENT.

Enrollment for a day is the number of pupils expected to be present; that is, the number of pupils who have been admitted and whose names have not been taken from the roll.

Total enrollment of pupils at end of month is the number of pupils expected to be present on the last day of the month.

Number of pupils admitted during the month is the number of pupils whose names have been written in the record book as having entered the school on any day of the month.

Number of pupils that left during the month is the number of pupils who have willingly withdrawn from the school and those who have been dropped after an absence of five days without giving notice of sickness.

Total number of pupils enrolled from the beginning of school year up to end of month is the total number of pupils who have entered the school at any time since the beginning of the school year, including any pupils who may have left the school after having entered, including also pupils who have been dropped after an absence of five days without notice of sickness, and counting also pupils who have returned to the school after having left or after having been dropped.

*Rule 1.*—The division of pupils of a school into white boys and girls and colored girls and boys shall be made exactly according to conditions existing in the school, without discrimination.

*Rule 2.*—When the name of a pupil is written in the Record Book at the time of entering the school, the teacher shall make note as to color and sex; and the pupil shall then be counted with pupils of that color and sex during the whole of the school year.

*Rule 3.*—An absence of five days shall be taken as an expression of the pupil's desire to withdraw from the school, and unless notice of sickness has been received by the teacher, the pupil's name shall be taken from the roll.

*Rule 4.*—When a pupil gives notice of withdrawal, personally or by letter, his name shall be at once taken from the roll.

*Rule 5.*—Upon the return of a pupil whose name has been taken from the roll, such pupil, if admitted, shall be enrolled as a new pupil; he shall be counted among the "Number of pupils admitted during the month;" and he shall be counted among the "Number of pupils who left during a previous month and who returned and were enrolled during the present month as new pupils."

*Rule 6.*—No pupil shall be permitted to return to the school he leaves during the same month within which his name has been taken from the roll, except by special permission from the supervisor of schools; but a pupil transferred from one school to another shall be reported on the regular form (Form R) as having left the school from which he is taken; also the teacher of the school to which he is transferred shall report such pupil in the regular form (Form R) as among those admitted during the month. Furthermore, all transfers shall be reported by the teacher of the school from which the pupil is transferred and by the teacher of the school to which the pupil is transferred, on the blank, Form V.

*Rule 7.*—The enrollment for each day of the month shall be entered on the report blank (Form R) in the spaces provided.

#### ATTENDANCE.

Attendance for a day is the number of pupils who are actually present.

Average daily attendance is the figure which represents what the attendance would have been if a fixed number of pupils had attended every school day in the month.

Total attendance for the month is the sum of all the various daily attendances for the month.

To find the average daily attendance divide the total attendance by the number of days taught during the month.

Per cent of attendance is the expression of the relation between the enrollment and attendance on the basis of 100.

To find the per cent of attendance, divide the attendance by the enrollment. There should be no fractions expressed in the per cent of attendance for any day, but the operation should be carried out to three decimal places; if one-half (0.5) or less drop the fraction (see examples 1 and 2); if over one-half (0.5) increase the per cent to the next higher figure (see example 3).

|                             |                |
|-----------------------------|----------------|
| (1)                         | 40)35,000(.875 |
|                             | <u>320</u>     |
| Enrollment, 40.             | 300            |
| Attendance, 35.             | <u>280</u>     |
| Per cent of attendance, 87. | 200            |
|                             | <u>200</u>     |
|                             | 20             |

|                             |                |
|-----------------------------|----------------|
| (2)                         | 60)38,000(.633 |
|                             | <u>360</u>     |
| Enrollment, 60.             | 200            |
| Attendance, 38.             | <u>180</u>     |
| Per cent of attendance, 63. | 200            |
|                             | <u>180</u>     |
|                             | 20             |

|                             |                |
|-----------------------------|----------------|
| (3)                         | 60)40,000(.666 |
|                             | <u>360</u>     |
| Enrollment, 60.             | 400            |
| Attendance, 40.             | <u>360</u>     |
| Per cent of attendance, 67. | 400            |
|                             | <u>360</u>     |
|                             | 40             |

Average daily per cent of attendance is the figure which represents what the per cent of attendance would have been if a fixed per cent of attendance had remained constant during the entire month.

To find the average daily per cent of attendance divide the sum of all the daily per cents for the month by the number of days taught during the month.

|  |                    |
|--|--------------------|
|  | 18)1497.000(83.166 |
|  | <u>144</u>         |
|  | 57                 |
|  | <u>54</u>          |
| Sum of the daily per cents, 1,497.           | 30                 |
| Number of days taught, 18.                   | <u>18</u>          |
| Average daily per cent of attendance, 83.17. | 120                |
|  | <u>108</u>         |
|  | 120                |
|  | <u>108</u>         |
|  | 12                 |

*Rule 8.*—The attendance for each day of the school month on which the teacher has taught shall be reported on the blank Form R in the space provided.

*Rule 9.*—The average daily attendance shall be found by dividing the total attendance for the month by the number of days taught, according to the above definition.

*Rule 10.*—The per cent of attendance for each day during the month shall be computed by the teacher of the school; a record of the per cent of attendance on each day during the month shall be kept by the teacher as he or she has determined it, and this record shall be delivered to the supervisor of schools on Form V, with the report on Form R. In filling in Form V use only the spaces on the left-hand side of the card.

*Rule 11.*—The average daily per cent of attendance for each month shall be computed by the teacher of the school and reported on the blank Form R in the space provided.

*Rule 12.*—The average daily per cent of attendance shall be computed according to the above definitions, by dividing the sum of the daily per cents by the number of days taught during the month.

*Rule 13.*—All absences shall be counted, unless, in cases of long-continued illness, the supervisor of schools receives instructions from the commissioner of education to allow the teacher to do otherwise.

*Rule 14.*—All absences shall be reported on the blank Form R.

#### GENERAL RULES.

*Rule 15.*—Every space on the blank Form R shall contain the correct figure for that space for the month, and if there is no figure for any space then that space shall be filled by a zero.

*Rule 16.*—The blank over the word "school" shall contain the name of the school, whether it is in charge of a principal, graded, rural, or agricultural teacher.

*Rule 17.*—The blank over the word "grade" shall contain the name of the grade of the school, whether it is of the first, second, third, fourth, fifth, sixth, seventh, or eighth grade.

*Rule 18.*—Teachers shall sign their reports themselves before delivering them to the supervisor of schools.

*Rule 19.*—Teachers shall fill out reports for each month themselves.

*Rule 20.*—Teachers shall keep copies of each report on blank Form R which they deliver to the supervisor of schools.

*Rule 21.*—The original report, signed by the teacher, shall be delivered to the supervisor of schools, not the copy of the report.

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#### CIRCULAR LETTER No. 135.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, February 5, 1903.*

*To the supervisor:*

In order to increase the interest and cooperation of parents in the work of the schools, it is hereby suggested that you direct your teachers to return all written work, after being corrected, to the pupils. Copy books and notebooks, after they are filled, should also be turned over to the pupils to be taken home. This will give the parents an opportunity to see for themselves what their children are doing in the schools, and will tend to do away with the wrong ideas about our work and to avoid misunderstandings between teachers and parents. In addition to correcting the written work it would be well for the teachers to write a word or two of criticism, such as "Improving," "Good," "Not satisfactory; you must be more careful," etc.

It is also desirable for teachers to post three or four sheets of the best work on the walls of the schoolroom not only as a reward and incentive to pupils, but also as an advertisement of the work of the school that may meet the eyes of chance visitors.

Considering the fact that many of our teachers are laboring under adverse circumstances and still produce good results, and considering the fact that some teachers make special sacrifices to better their schools, such as spending private funds to make the schools attractive, it has been decided that whenever a teacher does anything that should be given special recognition, this department will gladly write him a few words of commendation on the recommendation of the supervisor.

I also wish to call your attention to the fact that the work of the English teachers must be reported on in the same way as that of any other teacher.

Respectfully,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*

CIRCULAR LETTER No. 137.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, February 9, 1903.*

*To the school supervisors.*

GENTLEMEN: Permit me to call your attention to the fact that Washington's Birthday comes this year on Sunday and will be celebrated as a legal holiday, in accordance with the provisions of section 337 of the Political Code, on Monday, February 23.

This is an occasion for which special preparations should be made in the schools for its proper celebration. It gives an opportunity of teaching the lessons of patriotism and inculcating respect and love for the heroes of the past and for the history of the American Republic. While the department will not send out this year any special instructions or provide any special programme of exercises for this day, I trust that throughout the schools of your district you will make every effort to arrange to have proper exercises held during the second session or the closing hours of the school day, Friday, February 20, which will be the latest day available preceding the legal celebration of the day on Monday, February 23, on which day the schools will be closed.

Kindly send to the department at your earliest convenience a report, including the programme of exercises and any other items of interest relating to the celebration of this day in your district.

Yours, very truly,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*

CIRCULAR LETTER No. 139.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, February 18, 1903.*

*To the Supervisors:*

At the end of the second term you need not send samples of pupils' work to this office, but do so at the end of the school year.

About how many pupils have you in your district that will complete the work of the eighth grade this year in a fairly satisfactory manner?

A uniform examination will be held throughout the island for pupils who complete the work of the eighth grade this year. Those who pass this examination will receive certificates entitling them to admission to the insular normal school, providing they desire to become teachers, or to any high school in Porto Rico.

The questions for this examination will be made out by this department and will test the pupils' knowledge thoroughly. They will be based on the course of study as modified.

More definite directions will be sent out in due time.

Please reply early.

Respectfully,

SAMUEL McCUNE LINDSAY, *Commissioner.*

CIRCULAR LETTER No. 142.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, March 11, 1903.*

*To the Supervisors:*

You are hereby informed that Dr. Chas. De Garmo, formerly president of Swarthmore College and now dean of the pedagogical department of Cornell University, and Dr. Edward T. DeVine, secretary of the Charity Organization Society of New York, the pioneer leader in the university extension work in America, and to-day one of the best-known authorities and writers on practical and professional philanthropy and popular education, are expected to arrive in San Juan on the 19th instant. They will accompany the commissioner of education on a trip to various towns of the

island for the purpose of inspecting the public schools and holding educational conferences. Inclosed you will find an outline of the proposed tour for your guidance in making preparations for these meetings.

The supervisors, at whose headquarters meetings are to be held, will make the necessary provision for a hall, theater, or other appropriate place for holding the meetings. They, as well as other supervisors along the route of travel, will aid Mr. Miller in making the necessary arrangements for coaches, horses, and the entertainment of the party in towns where there are no proper hotels. The field supervisor will correspond with you individually in due time about the necessary details.

Should there be any unavoidable changes in the programme outlined, you will be duly notified by telegraph.

You are authorized to permit teachers to close their schools for the purpose of attending these conferences, and may permit teachers to close their schools one-half day before the beginning of the first conference where in your judgment you consider this time necessary to reach the place of meeting. Supervisors will be required to keep a record of the attendance of their teachers, which they will forward to this office after the conferences are over.

Full pay for the time that teachers spend at a conference and for the time required in going to and returning from such conference, not exceeding one full day employed in such travel, will be allowed by this department.

It is suggested that teachers from the following towns be urged to attend at the centers stated:

*Aguadilla.*—Teachers from Aguadilla, Moca, San Sebastian, Aguada, and Isabela.  
*Arecibo.*—Teachers from Arecibo, Lares, Camuy, Hatillo, Barceloneta, and Manatí.  
*Ponce.*—Teachers from Ponce, Peñuelas, Guayanilla, and Juana Diaz.  
*Coamo.*—Teachers from Coamo, Santa Isabel, Juana Diaz, Barros, and Aibonito.  
*Guayama.*—Teachers from Guayama, Arroyo, Salinas, Patillas, and Cayey.  
*Yauco.*—Teachers from Yauco, Guayanilla, Guanica, Sabana Grande, and Lajas.  
*Mayaguez.*—Teachers from Mayaguez, Añaseo, Rincon, Las Marias, Maricao San German, Lajas, and Cabo Rojo.

*San Juan.*—Teachers from San Juan, Río Piedras, Carolina, Cataño, Bayamón, Toa Baja, Vega Baja, and Toa Alta.

We may also visit a few schools on the way where we find them in session. I trust that you will give your hearty cooperation to make these meetings the occasion of an enthusiastic welcome to our guests, and both pleasant and profitable for all those who attend.

Respectfully,

SAMUEL McCUNE LINDSAY, *Commissioner.*

Outline of a tour of ten days for the commissioner of education and party:

*March 20.*—Proceed to Aguadilla by boat, arriving at 12 m. Hold conferences at Aguadilla at 2.30 p. m. and at 8 p. m.

*March 21.*—Take coaches in the morning to Camuy, stopping at Camuy for lunch. Take train at Camuy at 2.30 p. m. for Arecibo, arriving there at 3 p. m. Hold conferences at Arecibo at 3.30 p. m. and at 8 p. m.

*March 22.*—Go from Arecibo to Utuado in coaches. From there to Adjuntas on horseback; from there to Ponce by coach.

*March 23.*—Three meetings in Ponce, at 9 a. m., 1.30 p. m., and 8 p. m.

*March 24.*—Proceed from Ponce to Juana Diaz, stopping to dedicate school there; going thence to Coamo. Hold conference at Coamo at 10.30 a. m. Leave Coamo at 1 p. m. for Guayama, by way of Cayey.

*March 25.*—Hold three conferences in Guayama, at 8.30 a. m., at 1.30 p. m., and at 8 p. m.

*March 26.*—Hold conference at 8.30 a. m. Leave Guayama at 11 a. m., arriving at Ponce at 7 p. m., together with governor's party.

*March 27.*—Laying of corner stone of the Roosevelt Industrial School in Ponce at 8.30 a. m. Proceed to Yauco by special train, holding conferences there at 3 p. m. and at 8 p. m.

*March 28.*—Proceed to Guanica by coach or rail, going from there to Mayaguez by boat with governor's party. Hold conferences at Mayaguez at 3 p. m. and at 8 p. m.

*March 29.*—Leave Mayaguez at 6.15 a. m. and proceed to San Juan by way of Aguadilla and Camuy, arriving Sunday night in San Juan.

*March 30.*—Conferences in San Juan at 8.30 a. m., 1.30 p. m., and 8 p. m.

*March 30, March 31, and April 1.*—Educational exhibit of the San Juan district in the Lincoln Graded School, on Allen street.



## CIRCULAR LETTER No. 143.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, March 16, 1903.*

*To the supervisors:*

The school children of Philadelphia have made and sent to Porto Rico a considerable number of girls' dresses and a very few boys' suits for distribution among our needy school children. It is the desire of the department to distribute this clothing where it will be of greatest value. To this end supervisors are invited to notify this office of cases where children are really unable to attend school owing to lack of clothing, giving names of children, age, and some idea of size. Do not let the idea get out that the department stands ready to make any miscellaneous distribution of clothing, but do the whole matter quietly, making sure in every case of the actual need and the fact that the children who receive clothing will thereby be enabled to attend school.

So far as possible the clothing for which you ask will be promptly sent you for distribution to the children specified.

Yours, respectfully,

E. W. LORD, *Assistant Commissioner.*

## CIRCULAR LETTER No. 144.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, March 26, 1903.*

*To supervisors and employees of the department:*

The following order has been issued by the honorable governor of Porto Rico under date of March 24, 1903:

"It has been brought to my attention that certain employees of the government are engaged in business enterprises, wherein sales of merchandise are made by them as agents or otherwise to the government; and

"It further having been brought to my attention that in a recent instance an employee advertised and published the fact that he was in the government employ for the purpose of securing a standing which would more readily enable him to successfully carry on certain business enterprises; and

"The matter having been thoroughly discussed by the heads of the departments with me, now, with their approval, it is hereby ordered that from and after this date no employee of the government of Porto Rico shall be interested in any way, directly or indirectly, as salesman, agent, or otherwise, in the sale of merchandise of any kind to the government of Porto Rico, and that no employee shall advertise or use the fact of his employment in the government service to assist him in any private business enterprise. No employee shall engage in any business which conflicts with this rule, or which may occupy his attention during the hours which are set apart for the transaction of public business. It is directed that this order be made known to all the employees of each of the departments."

You are requested to observe the above order and comply with its requirements.

Yours, respectfully,

E. W. LORD, *Assistant Commissioner.*

## CIRCULAR LETTER No. 145.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, March 25, 1903.*

*To supervisors:*

The following communication has been received from the honorable governor of Porto Rico:

"I am reliably advised by the director of health that smallpox is unusually prevalent in the other West Indies islands, and we are admonished to be unusually vigilant, lest it be introduced in Porto Rico.

"The board of health and the secretary's office will issue orders directing the

alcaldes and municipal authorities to leave nothing undone to extend vaccination, and I advise that the teachers and supervisors throughout the island be directed to make every possible effort to see that all children attending school have been vaccinated."

You are requested to cooperate in every way with the proper officials to have this suggestion duly carried out.

Yours, respectfully,

E. W. LORD, *Assistant Commissioner.*

CIRCULAR LETTER No. 148.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, April 6, 1903.*

*To school supervisors.*

GENTLEMEN: During your visits to schools in the month of April you will please make a special effort to gather together all school supplies, such as text-books, school furniture, slates, flags, blackboards, and anything else that is charged to your property account, which is unfit for service or the use of which has been discontinued and is not likely to again be required in the near future, and have the same brought to your district headquarters, awaiting further instructions for its proper condemnation or removal from your district. We will either send some one to your district headquarters to condemn and destroy worn-out and useless supplies, or we will have them sent here to this office and thus relieve your property account of any further charge. Please notify the department when the goods you wish to dispose of are collected at your headquarters and are ready for inspection.

In collecting supplies which are worn-out or broken preserve the parts, such as the frame of a slate or a piece of a flag, in order that goods may be identified by the proper officer representing the department.

Yours, very truly,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*

CIRCULAR LETTER No. 149.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, P. R., April 7, 1903.*

*To the school supervisors.*

GENTLEMEN: I beg to call your attention to the fact that all pupils, teachers, and persons having anything to do with the public schools must either be vaccinated or have a certificate of vaccination. Certificates are valid for seven years, and those that have no certificate must obtain one from a properly qualified physician. Certificates of previous successful vaccination within a period of seven years must be renewed by the public health authorities in order to make an old vaccination valid.

Kindly see that all your schools comply with this order.

Yours, respectfully,

SAMUEL McCUNE LINDSAY,  
*Commissioner of Education.*

CIRCULAR LETTER No. 151.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, April 24, 1903.*

*To supervisors:*

The last legislature passed a law providing for 28 free scholarships in the insular normal school, 14 for boys and 14 for girls of good health and good moral character, between the ages of 15 and 20 years (both inclusive), giving preference to those most in need of this aid.

Applications for the competitive examination to be held June 5, 1903, covering the work of the entire common-school course, will be received until May 20 by Mr. Hiller, secretary of the reviewing board established by this law. Application blanks will be sent to candidates applying for same to Mr. Hiller.

One of the requisites is that the candidate must present three letters of recommen-

dation together with his application, one to be from the district supervisor and another from his teacher. When any candidates come to you for a letter of recommendation, give them a formal note of introduction. In a separate confidential letter addressed to the secretary of the reviewing board, I wish you to give full details regarding candidate, covering the following points: Health and general physical condition, age, moral character, present record in school, color; whether parents are living; whether parents or guardians now receive a fixed income from the government or other source; the financial ability of the parents or guardians to send candidates at their own expense, which may be tested by the amount of taxes that the parent pays, as well as by his income; whether parent, guardian, or near relative of applicant receives salary as a government or municipal employee. Make a thorough investigation on all these points, and give us the truth in the letter sent directly to the board.

Respectfully,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*

*Application blank for admission to competitive examination to be held June 5, 1903, for free scholarship in the insular normal school.*

1. Your name and surnames .....
2. Your residence; how long have you lived in that town? .....
3. Date of your birth .....
4. Names and surnames of your parents or guardians .....
5. Your father's occupation .....
6. In what school and in what grade are you enrolled at present? .....
7. If you are admitted to this examination, in what town do you wish to take it? .....
8. Together with this application send three letters of recommendation—one from the school supervisor of the district, another from your teacher, and a third from some other well-known person of the locality in which you live.

Applications for the competitive examination to be held June 5, 1903, in all the headquarters of school districts will be received until May 20, 1903.

Send this application, together with your letters of recommendation, to Paul G. Miller, secretary of reviewing board, H. B. 64, San Juan, Porto Rico.

#### CIRCULAR LETTER No. 152.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, April 24, 1903.*

*To the Supervisors.*

GENTLEMEN: Inclosed you will find blanks for reports on the work of all teachers of English and other special teachers in your respective districts. Please make these reports with the greatest care, and do not recommend for employment another year any teacher whom you honestly think should not be engaged.

Yours, respectfully,

SAMUEL McCUNE LINDSAY, *Commissioner.*

Supervisor's report on—

1. Length of service under your supervision.
2. Success as a teacher.
3. Knowledge of Spanish.
4. English education.
5. General standing in community.
6. Do you recommend teacher—
  - (a) For promotion?
  - (b) For reappointment in present position?
7. Is the teacher a good disciplinarian?
8. Remarks:

Signature .....

Date ....., 1903.

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### CIRCULAR LETTER NO. 156.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, May 4, 1903.*

*To supervisors:*

You are hereby notified that a special examination in English will be held on Saturday, May 16, 1903, at 9 o'clock a. m., for those of your teachers who for some good reason did not take the examination on the 25th of April. This examination will be conducted personally by the supervisors at their headquarters, and the same rules that governed the last examination will be observed. Questions will be sent you in due time in accordance with your requisitions.

It has also been decided that the examination for the classes completing the work of the eighth grade will be held on June 5, 6, and 8, the time set for the competitive examination for securing free scholarships in the insular normal school. This examination will also constitute the entrance examination to the insular normal school for those persons who are not candidates for the common school diploma and who desire admission to this school and are willing to pay their own expenses. These three different groups of candidates will be given the same examination, but it must be distinctly understood that applicants for free scholarships and candidates for admission to the insular normal school other than pupils of the public schools, who are candidates for the common school diploma, must take this examination at the supervisors' headquarters under the direction of the supervisor and principal. In other towns the examination for the pupils will be conducted by the principal and English teacher.

Candidates for free scholarships must present written authorization from the reviewing board in order to be admitted to this examination.

Programmes and uniform questions will be sent you in due time.

Kindly make these facts known throughout your districts, and let us know not later than May 25 the number of candidates that you expect in each class.

Respectfully,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*

### CIRCULAR LETTER NO. 157.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, May 14, 1903.*

*To the school supervisors.*

GENTLEMEN: There will be no material increase in the number of schools next year. This fact will aid the local boards to properly equip the schools already in existence. Let this be properly and thoroughly done. Please make a list of the things needed by each school in your district. From now until the end of the school year, instead of reporting on the work of your teachers, please devote the time of your visits to schools in making out a list of things that each school needs in addition to what it already has. In looking over the equipment be careful to exclude borrowed benches, desks, etc., and in making out your list you should also exclude equipment not in serviceable condition.

If there are any schoolhouses that are badly in need of repair, or that are not fit for school purposes, or where there are bad sanitary conditions, report these facts with your report on needed equipment.

The reports on equipment needed should be separate for each school, giving the name and location of the school. You might use a composition book for taking notes during your visits, and on the basis of these notes make out in duplicate in Spanish a report, sending one copy direct to the president of the school board and keeping one on your file for frequent consultation until the needs are met.

In cases where local boards find that they can not properly equip the schools the department will reserve the right to transfer the schools that can not be equipped to other municipalities. Only such schools as are properly equipped will be allowed to be opened at the beginning of the next school year. For your guidance I herewith give a list of the equipment that every rural school should possess.

1. Benches enough to fill the seating capacity of the room. If the room is large provision should be made for 50 pupils.

2. Desks enough to accommodate at least one-half of the pupils.

3. A bookcase, substantially made, with lock and key.
4. A chair and desk, or table, for the use of the teacher.
5. From three to six brooms, according to the quality provided.
6. A zinc pail and at least three tin cups for drinking purposes. Where no reasonably pure water can be had, filters should be provided.
7. A clock.
8. Hatracks for about 40 hats; nails may be driven into horizontal boards nailed on studs.
9. Provision for mounting at least 36 square feet of blackboard cloth. For this purpose, tongued and grooved lumber, planed on one side, may be mounted on studs. Blackboards 3 by 12 feet, with molding, cloth to be mounted later, have been provided, at \$2.25, in Mayaguez.
10. School rooms should be whitewashed, if not painted, and closets should be cleaned and whitewashed.
11. Such other things as you consider necessary.

In the graded schools desks should be provided for all the pupils; drinking water should be filtered, and such other improvements should be made as the size and importance of the town may demand. Use your own judgment in this.

Every town should have at least one regularly employed janitor.

When the question of making the budget comes up, I desire you to fight for the needs of the schools in the board meetings, and fearlessly report the facts if sufficient provision is not made.

Yours, very truly,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*

#### CIRCULAR LETTER NO. 159.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, May 19, 1903.*

*To the supervisors.*

GENTLEMEN: You are hereby informed that public examinations will be held for candidates who desire to obtain certificates as rural, graded, or principal teachers on June 17, 18, 19, and 20.

On the first three days the examination will be for rural and graded certificates and continued on the fourth day for principals. The subjects for rural and graded teachers will be English language, Spanish language, arithmetic, geography, history of the United States and of Porto Rico, and methods of teaching.

In addition to these, principals will be examined in algebra, geometry, and physiology.

On the first day the examination will be in the English language and Spanish language; on the second day in arithmetic and geography; on the third day, history of the United States and of Porto Rico and methods of teaching; on the fourth day, algebra, geometry, and physiology for principals.

Candidates desiring to take this examination must present their applications before the 10th of June, 1903, to the supervisor of the district where they desire to be examined.

Supervisors are not to admit to the examination any candidate for rural certificate who has not attained the age of 17 years, or who will not have attained that age before the 1st of July, 1903; neither shall they admit candidates to take the examination for graded certificate who will not have attained the age of 19 years before the 1st of July, 1903, and who have not had at least one year's experience as a teacher; and no person shall be admitted to take the examination for principal who will not have attained the age of 21 years before the 1st of July, 1903, and who has not had at least two years' experience as a teacher; provided, however, that any person 19 years of age, who shall present a certificate from the principal of the normal school setting forth that he has pursued a two-year course in said normal school, exclusive of the preparatory year, may be admitted to the examination for graded certificate without previous experience in teaching.

In all cases the supervisor must be convinced that the candidate has reached the minimum age limit, possesses good health, and is of good moral character; and the burden of the proof will rest in every case with the candidate making application. In this connection, refer to sections 35, 36, 37, 38, and 39, of the school law as soon as you receive copies.

Respectfully,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*

## CIRCULAR LETTER No. 160.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
San Juan, May 21, 1903.

*To the superintendents of schools.*

GENTLEMEN:

*School supplies.*—Please make requisition on or before June 1 for all school supplies that you will need for the remainder of this school year. The books of the department must be balanced and inventories made before supplies are purchased for use in the next school year, and no requisition for this year can be filled after June 1.

On or before June 1 please let us have an itemized statement of the school supplies, including text-books, school stationery, etc., which you will need for the next school year for all the rural and graded schools in your district. There will be no substantial increase in the number of schools next year. Please try to make this estimate cover the needs for the entire year, and submit with the estimate a statistical estimate of schools and pupils as follows:

1. Number of schools you expect to have open next year: (a) Graded, (b) rural.
2. Number of buildings in which these schools will be located: (a) Graded, (b) rural.
3. Number of pupils in rural schools.
4. Number of pupils in graded schools: First, second, third, fourth, fifth, sixth, seventh, and eighth grades.
5. Number of night schools.
6. Number of pupils in night schools.

Where it is impossible to estimate accurately for next year, make up your estimates on the basis of this year's experience. With reference to text-books needed it would be well to consult Circular Letter No. 106, under date of October 15, 1902, and also Circular Letter No. 112, under date of November 8, 1902.

*School laws.*—I am sending you under separate cover copies of the pamphlet edition of the new school laws. Please study this pamphlet carefully, as it contains many changes in the present law. The most important among the changes to be noted are the following:

Section 6, requiring the school boards to fix a regular date of meeting, giving due notice of special meetings, and to hold all meetings in a public place.

Section 7, specifying the duties of school boards.

Section 10, requiring that all schoolhouses and class rooms be separate from any residence or place of business.

Section 15, requiring the commissioner to fill vacancies in schools in case the school board refuses to act within fifteen days after notification.

Section 17, also concerning some of the duties of school boards.

Section 19, which requires the school board to make an estimate of its expenses for the coming school year, and the ayuntamiento to vote the percentage based on this estimate, if they can do so within the limits of voting not less than 15 per cent and not more than 25 per cent of the total funds received from taxation. This includes local taxes as well as funds received from the insular treasury. When the amount requested by the school board exceeds 25 per cent the minimum allotted shall be 20 per cent. See that your school board submits its estimate to the ayuntamiento before June 1, and that same is fair and ample for next year's needs.

Section 21. Study this section, which refers to the budget, and explain it to the school board. This section does not go into effect until July 1, 1903.

Sections 22-23 provide that the treasurer of the school board must be a bonded officer.

Section 23 alters the political code and requires members of the school boards to send their resignations to the commissioner of education.

Section 29 somewhat alters the present method of filling vacancies.

Section 30 requires each school board to make a report on or about June 1 of the number of schools which it is prepared to open during the next ensuing school year. Please see that this is done promptly.

Section 39. Note the age limit for qualifications for teachers as prescribed in this section.

Section 41. Notice the maximum age limit.

Section 53 and rules and regulations No. 4 relate to corporal punishment. Please see that these rules are strictly enforced, and allow no corporal punishment except under the conditions prescribed by these rules. Advise principals and teachers to avoid the use of corporal punishment whenever possible, even for the offenses for which it may be employed, especially in communities where public opinion is easily

aroused on this subject, and advise them to proceed with deliberateness and caution. At the same time assure them that every principal and teacher who acts within the strict limitations of the rules and this law will be guaranteed the protection of law and the earnest and efficient support of this department. Advise the department by wire in cases where any difficulties of this character arise.

Section 54. The power of selecting teachers rests upon the local boards only so far as rural, graded, and principal teachers in the regular public schools are concerned. In all other cases (please note especially the definition of special teachers as given in sec. 35), including teachers of English and special teachers, appointments are made directly by the commissioner of education, who will be glad at any time to have recommendations respecting any special teachers or teachers of English, especially when the latter may be assigned to grade work, if the school boards of the respective districts desire to make such recommendations.

Section 54 requires municipalities to assign public buildings for the use of schools wherever same may be available, and this must be done without requiring the school board to pay rent for same.

Section 59 alters the minimum limit of house rent, and boards are required to make a cash allowance, unless specially exempted in the contract approved by the commissioner of education.

Section 60 somewhat alters the conditions under which compulsory attendance may be enforced.

Section 62, outlining the duties of school superintendents, also states that the school board shall furnish them with a suitable office for the transaction of public business, but with no house rent. Where it happens that a superintendent has two or more municipalities in his district, an adjustment of the cost of office rent should be made.

Section 64 fixes June 20 as the date on which the ayuntamiento of each municipality shall decide whether or not to impose the school tax.

Note also the rules and regulations, page 31, with respect to the renewal of teachers' licenses, payment of teachers' salaries, allowances for sick leave and vacation leaves for school superintendents.

*Annual reports.*—Note especially that school superintendents are required to present annual reports by the 1st of June. I should like to have your report for the past school year at the earliest date possible, and to have the report as complete as possible. Do not attempt to give statistics that will be given in the report of the statistical supervisor, but call attention to any important facts or changes which may be illustrated by statistics in your district. Give concrete illustrations that will show the present school work in your district, the changes that have taken place during the year, and the contrast which this year's work makes with that of the previous year. Point out distinctly the signs of progress and advancement. Also call attention to weaknesses which need to be remedied, and if possible include in your report an estimate of the number of private schools in your district, the number of pupils in these private schools, and call attention to any other educational agencies that may be working in harmony with this department, or at least for the same end, i. e., to combat illiteracy. The number of children in your district who are of school age and in no school, but could attend if there were room, would make an interesting item.

Please give the matters contained in this letter careful and prompt attention, and if you have any doubt as to the meaning of any portion of the new law write at once to the department.

Yours, very truly,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*

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CIRCULAR LETTER No. 162.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
San Juan, May 25, 1903.

*To the superintendents of schools.*

GENTLEMEN: Please have all schools in your district closed during the summer vacation beginning June 26 and ending September 27, unless specially authorized to keep the building or school open. A request to use school buildings during the vacation period for private schools should be first approved by the school board, then submitted to the department for approval. In no case does permission to use the school building for a private school during the vacation period imply any obli-

gation on the part of the department to furnish school supplies, such as stationery, copy books, pencils, pens, ink, etc. The use of text-books belonging to the department may be granted, provided the superintendent so recommends and provided that he is willing that this be done without relinquishing any of his financial liability which he assumes during the regular school year for the return of this property.

The work of the regular night schools should also be discontinued, and all special schools are included in this order to close all the schools at the end of the school year, June 26. The department, however, is prepared to open one special night school during the summer in each municipality when requested to do so by the school boards. If your school boards desire to open such a school in a town or even in a rural district (provided exceptional conditions warrant it) and are prepared to guarantee an enrollment of not less than 40 and a regular attendance of not less than 30 on the conditions hereinafter mentioned, please ask them to make application for summer night schools on or before June 15. Such school would run for three months, beginning July 6. Instruction must be given for two hours each evening and only in the following subjects: Reading in Spanish or English, or both, and writing. No one shall be admitted to the school who can either read or write and no other subjects but reading and writing should be taught in the special summer night schools as part of the regular programme. Of course, a teacher in teaching reading may use his own judgment in imparting knowledge on various subjects, and in teaching writing may include neatness in making figures and some information in elementary arithmetic. The purpose of these night schools will be to reduce the percentage of illiteracy, and only those who can not at present read or write, without regard to age, may be admitted. In the three months' course devoted to this purpose exclusively considerable progress should be made.

The boards will be asked to recommend teachers, who will be appointed by the commissioner. They may be taken from the ranks of the rural, graded, principal or English teachers, and they will be paid \$10 per month by the department, but shall not be entitled to house rent from the board. The boards and supervisors may arrange for the holding of these special summer night schools at any hour during the day or evening which they may see fit, as the school building and property will not be in use for other purposes. In some communities it might be well to arrange for this class for two hours in the late afternoon, although, as a rule, I believe the hours should be set in the evening in order that those employed during the day may take advantage of these courses.

Yours, very truly,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*

#### CIRCULAR LETTER No. 163.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, May 27, 1903.*

*To the school superintendents.*

GENTLEMEN: Your annual report on the work in your district which you were requested to send in on June 1 may be delayed until June 15 if your other duties make it impossible to submit at the earlier date as complete and full a report as you may desire.

In making up your requisition for school supplies please arrange to do away with slates in your graded schools, using the slates you now have on hand for your rural schools and making requisition for sufficient practice paper to meet the needs of your graded schools. If your requisition for supplies has already been sent in please examine the copy you have doubtless kept on file in your office and advise me of any change you desire to make in view of this suggestion about the use of slates and practice paper.

In discussing the budget with your school boards you may say to each school board that I am willing to furnish fifty modern school desks to any school board that will purchase, on the same terms as last year, at least fifty more. I can not furnish over fifty desks gratis to any one school board, although they may purchase more than fifty, and in no case can I furnish a board with any additional desks where payment has not been made in full for the desks already received and for which the boards agreed to make payment.

Yours, very truly,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*



## CIRCULAR LETTER No. 165.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
San Juan, June 2, 1903.

*To the superintendents of schools, Porto Rico:*

Regarding the conduct of the examinations to be held June 5, 6, and 8, 1903, I wish to state that you are to follow the rules governing teachers' examinations. You will be assisted by the principal of the school and by the president of the school board, as provided by House bill No. 64. The papers of the candidates should be carefully examined and marked at your office by you, assisted by the principal. I suggest that you personally mark the papers in arithmetic, history, English, and civil government, and that the principal mark the papers in Spanish, physiology, geography, and writing. The last-named subject is to be judged by the appearance of the writing in the Spanish composition, and candidates should be informed of this fact. In finding the average per cent of the candidates consider the following relative weights of subjects: English, 2; Spanish, 2; arithmetic, 2; geography, 2; history, 2; physiology, 1; civil government, 1; writing, 1.

Candidates may select from questions the number indicated in the programme and no more. No additional credit should be given for additional work. With the exception of Spanish language, they may answer either in Spanish or English. Have candidates make the following corrections in the questions before beginning to write:

(a) In Spanish Language, ninth question, strike out the letter "b" in the word "abrogado"

(b) In Geography, fourth question, insert the word "más" between "V." and "progresista."

(c) In English, fifth question, correct the spelling of "irregular."

If questions are not clear, write them on the blackboard. Examiners will need a copy of the Standard Third Reader for the examination in English.

Make a report on the examination on the regular blanks for this purpose. The local committee should make its recommendations for free scholarships together with the report. If the candidate for free scholarship is also a candidate for the common school diploma, that fact should be stated in the report, and the reviewing board will revise the papers of the candidates that you recommend for scholarships and make a selection from the various districts in accordance with the conditions prescribed by law.

Yours, respectfully,

SAMUEL McCUNE LINDSAY,  
Commissioner.

## CIRCULAR LETTER No. 166.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
San Juan, June 4, 1903.

*To superintendents:*

I take pleasure in making the following announcement regarding the result of the English examination for Porto Rican teachers. At the time the examinations were held, there were employed under contract 1,008 teachers. A total of 962 teachers presented themselves at either the regular or special examination. Of these, 28 hold certificates from the department of education, but were not serving in the public schools at that time. Only 74 teachers regularly employed failed to present themselves. Of this number some will not receive certificates for the coming year, as they have passed the maximum age limit authorized by law. Of the total number of teachers examined, 8 received prizes; 23 were given honorable mention, as they attained a standing of 95 per cent or over; 167 teachers received 90 per cent or over; 226, from 80 to 90 per cent; 155, from 70 to 80 per cent; 116, from 60 to 70 per cent; 98, from 50 to 60 per cent, and 200 fell below 50 per cent. Two prizes were awarded to the Yauco district, and one to each of the following; Mayaguez, Aguadilla, Camuy, Arecibo, Utuado, and Bayamón. Seven of the prize winners are men and one is a lady.

In reference to the average per cent attained, the districts rank in the following order: Yauco, San Germán, Arecibo, Utuado, Coamo, Aibonito, Humacao, Fajardo, Caguas, Mayaguez, Camuy, Aguadilla, Toa Alta, San Juan, Ponce, Guayama, Carolina, Bayamón, Manatí.

Of the principals, Carlos A. Reichard, of Mayaguez, received first prize and Manuel G. Nin, of Yauco, second. Of the graded teachers, Ramona Rivera, of Naranjito, received first prize, and as Francisco Carretero Elias, of Hatillo, and José Gonzales Ginorio, of Arecibo, both received the same mark, each will be awarded a second prize. The first prize for rural teachers will be divided between Pedro José Correa Negrón, of Utuado, and Isidoro Alers, of Aguado, as both received exactly the same mark. The second prize is awarded to Juan Franquiz, of Yauco. These prizes will be publicly awarded at the headquarters of the district superintendents at the closing exercises of the work of the school year.

The following teachers, who attained 95 per cent or over, including those who have studied in the United States, and not including prize winners, receive honorable mention:

*San Juan district.*—Josefa Noell, principal, 96.2 per cent; Guillermina Gonzalez, principal, 95.25 per cent; Mercedes F. Jauregui, graded, 97.17 per cent.

*Fajardo district.*—Fernando E. Rodriguez, principal, 96.4 per cent.

*Humacao district.*—Gerardo Selles Salas, graded, 95 per cent; Pascual M. Barreras, rural, 96 per cent; Geronimo Berrios, rural, 95 per cent.

*Guayama district.*—Carlos M. Muñoz, principal, 97.5 per cent; Henry Huyke, principal, 96 per cent; Juan J. Alsieux, graded, 96.3 per cent; José J. Padilla, rural, 96 per cent.

*Coamo district.*—Serafin M. Natal, rural, 96.3 per cent.

*Ponce district.*—Aristides Moll, principal, 96 per cent; Francisco Rodriguez, graded, 96.25 per cent.

*Yauco district.*—José P. Sanchez, graded, 96 per cent.

*San Germán district.*—Abraham Toro Nazario, graded, 96 per cent; Domingo Panaini, rural, 95.33 per cent.

*Mayaguez district.*—Fernando R. Cuebas, graded, 96 per cent; Benito Cumpáano, graded, 96 per cent; Pablo Foucaud, rural, 95.5 per cent.

*Aguadilla district.*—Urbino Perez, rural, 95 per cent.

*Toa Alta district.*—Juan Rodriguez Cepero, rural, 95.25 per cent.

*Bayamón district.*—Josefa Morales, rural, 95.5 per cent.

You are at liberty to make such use of this information as you see fit.

Respectfully, yours,

SAMUEL McCUNE LINDSAY, *Commissioner.*

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#### CIRCULAR LETTER No. 171.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
San Juan, June 24, 1903.

*To the school superintendents.*

GENTLEMEN: With the close of the school year, on Friday of this week, a number of pupils will graduate from the eighth grade, or from what is usually known as the grammar school. Last year a small class in Ponce constituted the first graduating class from the regular public schools since the American occupation. This year there will be several graduating classes in the different municipalities, and the total number of pupils who will complete the course of study in the public schools and be prepared for high school work or for secondary instruction will be over seventy-five. Some of these will doubtless be unable to continue their studies and will enter upon some useful occupation. Others who can continue their work in the schools should be encouraged to go to one of the insular high schools or to the insular normal school. You will find reports of these schools in the last annual report of this department and also outlines of the courses of study. Please bring this information to the attention of those interested in your district.

During the next school year we shall have in operation in San Juan a four-year high school course in English and also in Spanish, practically two high schools, in one of which all studies are to be taught in Spanish and English taught as a subject, and in the other all studies in English and Spanish taught as a subject. The completion of either of these courses would be sufficient preparation for admission in some American colleges, and with some slight additional coaching the graduate of these schools could be admitted to any college or university in the United States, no matter how high the standard of admission. It is the hope of the department, within another year at least, to bring the standard of the high schools to a point where for graduation they will take the college entrance examination of the college entrance examination board of the United States, or an equivalent of said examination.

In Ponce high school work will be given covering the first two years of the four years' course in English and also in Spanish, if required, covering the first year of the high school course. In Mayaguez high school work covering the first year of the course of study will be given in English. At the insular normal school the work will be given in both English and Spanish and a knowledge of both languages will be necessary to take the course, which covers three years and leads to a principal's certificate, which is given in exchange for the normal school diploma. Pupils are admitted in these secondary schools without further examination upon presentation of a graduation certificate from the eighth grade of a grammar school. Further information giving details respecting the course of study, cost of living, etc., will be given directly upon application to the principal of any one of the schools, who may be addressed in care of the department at San Juan.

Yours, very truly,

SAMUEL McCUNE LINDSAY, *Commissioner.*

CIRCULAR LETTER No. 174.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
San Juan, July 1, 1903.

*To the superintendents of schools.*

GENTLEMEN: I am sorry to inform you that the appropriation for "Salaries, common schools," for the fiscal year beginning to-day will not be sufficient to open as large a number of schools as we had open in the month of June. Certain expenses authorized by the legislature, such as the traveling expenses of teachers who pass the examinations in Spanish and English, are made payable from this fund. The legislature reduced the total appropriation by \$10,000 to begin with, and these additional expenses will reduce it about \$10,000 more; and there was a deficiency of \$20,000 in this year's funds. The increase in salaries caused by the uniform rate of \$50 for graded teachers, together with a few other items, will require \$20,000, so that in order to maintain the same number of schools that we actually had open in June it will require a deficiency appropriation of \$60,000. Whether this can be secured from the members of the legislature or not remains to be seen.

Please explain the situation to your local boards. I have sent out to-day an announcement of the number of schools assigned by the department to each district. This announcement will create some consternation when the local boards discover that not only are the increases for which they ask not granted, but in every case some reduction has been made. I have gone over the matter of this reduction with great care and tried to distribute the \$60,000 which we must save equally and fairly over all the districts. Please make clear to the boards that this is not an arbitrary action on the part of the department, but an action made necessary by the reduced appropriation for teachers' salaries, and that if they want the present number of schools restored they must see the members of the legislature from their districts and urge them to inform the department at once that they are willing to pass a deficiency appropriation of at least \$60,000, in which case we would not be able to grant any increase in the number of schools, but would be able to maintain the present number of schools.

Of course, in the allotments as made, if the local boards desire to make some changes as between graded or rural schools, or to have a smaller number of principals and more rural teachers or any other reasonable adjustment not to exceed the total cost to the department of the number of teachers as assigned by the department, their requests would probably be granted. If this matter is not entirely clear to you after reading this letter please communicate with me.

Yours, very truly,

SAMUEL McCUNE LINDSAY, *Commissioner.*

CIRCULAR LETTER No. 175.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
San Juan, July 8, 1903.

*To the superintendents.*

GENTLEMEN: I desire again to call your attention to the necessity of addressing all official mail sent to this office to the commissioner of education. Both envelopes

and letters should be addressed in this way, and not to any member of the office force. This regulation is especially necessary, owing to the postal laws, in accordance with which mail otherwise addressed may not be considered official. All mail coming to the office is opened at one desk and is then referred to its proper division. I would suggest that when replying to any letter sent out from this office superintendents should refer to the name of the writer, as this will assist us in properly referring communications when received.

A new division, that of property and supplies, was created by the last legislature, and Mr. C. O. Lord has been appointed chief of this division. As Mr. Lord will have entire charge of property of all kinds and school supplies, the superintendents will undoubtedly have occasion to deal frequently with him.

In accordance with instructions sent out some time ago, superintendents are to have property which they wish condemned carried to their headquarters to be examined by a representative of the department. Such a representative will visit the various districts at once, and superintendents should have their property in readiness for inspection. Mr. Miller and Mr. Allen, who will represent the department in this matter, will communicate by wire at least two days in advance with superintendents, giving the date on which they may be expected to visit each district.

Respectfully,

E. W. LORD, *Acting Commissioner.*

CIRCULAR LETTER No. 177.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, July 9, 1903.*

*To superintendents:*

You are hereby informed that on the 17th, 18th, and 19th of September examinations will be held in all the district headquarters for persons who have attained the age of 15 years and who desire to enter the insular normal school at Rio Piedras. No other examinations will be held this year, and if there are any persons residing in your districts who are planning to enter this school who do not hold a common school diploma or have not been awarded a free scholarship or did not pass the entrance examination held June 5, 6, and 8 they must take this examination. Candidates for admission will be examined in Spanish language, English language, history of the United States, geography, arithmetic, and writing, and this examination will be equal to that given to eighth grade pupils for receiving a common school diploma.

In arithmetic candidates should make their preparations, using the *Aritmética Práctica*, by Wentworth; in geography, Appleton's *Geografía Superior* and Frye's *Grammar School Geography*; in history, the text of McMaster; in Spanish language, Hernandez's Spanish grammar; in English, the Standard Third Reader and about one-half of the Standard Fourth Reader will be required in addition to a short composition on some familiar topic and questions in grammar.

Applications for this examination should be addressed to the district superintendents before September 1, 1903, and you will notify this department by wire immediately after that date in regard to the number of applications.

Respectfully,

E. W. LORD, *Acting Commissioner.*

CIRCULAR LETTER No. 179.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, July 30, 1903.*

*To the superintendents.*

GENTLEMEN: I inclose a copy of a circular letter which is being sent by the department to school boards. In this letter you will notice that school boards are directed to forward all contracts made with teachers to the superintendent of the district instead of to this office. Will you kindly examine all these contracts as soon as possible and, if they are found to be correct, forward the same to this office? In case any are found to be incorrect, of course, see that they are corrected before forwarding them.

Respectfully,

E. W. LORD, *Acting Commissioner.*

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
San Juan, Julio 30 de 1903.  
*Circular Letter No. 19.*

*A las Juntas Escolares y a los Superintendentes de Escuelas.*

SEÑORES: Aproximándose la época en que las Juntas Escolares han de comenzar á enviar á este departamento los contratos que han de celebrarse entre aquellas y los maestros elegidos, el Sr. Comisionado de Instrucción ha creído necesario hacer algunas indicaciones importantes acerca del modo de cómo han de llenarse y remitirse aquellos documentos.

Dichas indicaciones son las siguientes:

1ª. No se admitirá un contrato que teniendo al principio del mismo el nombre del maestro escrito de una manera, lo tenga en otro hueco del contrato escrito de distinto modo, ó que el maestro, al firmar, suprima ó aumente iniciales y apellidos.

La Junta Escolar escribirá en el contrato y el maestro firmará á su vez todos los nombres, apellidos é iniciales que consten estampados en el certificado que oportunamente expidió al segundo. (Toda Junta Escolar antes de contratar á un maestro debe ver su certificado y no admitir que aquellos firmen de otro modo que como está en sus certificados.)

2ª. No se admitirá un contrato, y por tanto no podrá pagarse al maestro, si las juntas escolares no llenan cuidadosamente todos y cada uno de los huecos que tiene aquel, ó si, poseyendo el maestro certificado de graduado, principal ó rural, ponen en el hueco correspondiente una graduación distinta.

3ª. No se admitirá un contrato si en él faltare la firma del presidente ó del secretario. Tampoco se admitirá si al fijar la cantidad para casa vivienda del maestro, aquella rebasare ó no alcanzare los límites marcados por la Ley.

4ª. Todos los contratos deben venir por conducto de los superintendentes de escuelas quienes revisarán todos estos detalles antes de enviarlos á este departamento.

Esperando que estas indicaciones sean observadas cuidadosamente para así obviar dificultades en el interior de estas oficinas, dificultades que siempre resultan en perjuicio de la marcha de este departamento y de los maestros,

Quedo de Vds. atentamente,

ALBERT F. MARTINEZ, *Secretario.*

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CIRCULAR LETTER NO. 182.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
San Juan, August 17, 1903.

*To the Superintendents.*

GENTLEMEN: It is the desire of the commissioner to publish early in the school year a volume containing suitable programmes and selections for the observance of the various school holidays, especially for Arbor Day, Thanksgiving Day, Christmas, Washington's Birthday, and Flag Day.

In preparing this publication, I should be very glad to have any assistance which you can give. If at any previous celebration of these days there have been any contributions to the literature of the subject made by teachers or others in your district, I should consider it a favor if you would either furnish me with copies or put me in communication with the authors. I should also be glad to have any suggestions in regard to the observance of any of these days.

Kindly give this matter such attention as you can in the immediate future, as I desire to have the work ready for publication in the course of the next two or three weeks.

Respectfully,

E. W. LORD, *Acting Commissioner.*

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CIRCULAR LETTER NO. 185.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
San Juan, September 1, 1903.

*To the Superintendents.*

GENTLEMEN: It has been decided that, in accordance with section 55 of the school law, only rural teachers will be designated to attend the insular normal school. Each district will be entitled to send five teachers during the year. Twelve districts will send two, and six districts one teacher each term.

For the first term the districts of San Juan, Fajardo, Humacao, Caguas, Guayama, and Aibonito will send one and the remaining districts two teachers.

For the second term Coamo, Ponce, Yauco, San German, Mayaguez, and Aguadilla will send one and the remaining districts two teachers.

For the last term Camuy, Arecibo, Utuado, Manatí, Toa Alta, and Bayamón will send one and the remaining districts two teachers.

You are hereby requested to nominate teachers in accordance with this schedule, taking into consideration the claims of all the applicants in your districts. Only teachers who will really be benefited by this three months' course should be nominated, and those who have never had an opportunity to attend either the regular or summer course at this school should be given preference. No teacher should be nominated who has not signed a contract with the school board in the district from which she is to be designated.

You will also nominate suitable substitutes to take the places of those teachers who are to go to the insular normal school. Substitutes will be appointed from this office for the time that the regular teachers are absent from their schools and will not be entitled to house rent.

Where changes have been made in the corps of superintendents new superintendents should consult with their predecessors wherever possible as to these matters, which should be definitely settled before September 15, 1903.

Yours, very truly,

SAMUEL McCUNE LINDSAY,  
*Commissioner of Education.*

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CIRCULAR LETTER NO. 189.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, September 18, 1903.*

*To the Superintendents.*

GENTLEMEN: Please take note of the following new books to be used in the schools this year, and wire the department the number required in your district, in order that they may be added to your annual requisition for 1903-4:

The Mother Tongue, Book I, by Arnold & Kittredge. This 300-page book is to be substituted for Tarbell's Lessons in Language, now in use in the schools. Superintendents will please collect and store all copies of Tarbell's Lessons in Language now in their respective districts pending further instructions. A sufficient number of Mother Tongue will be sent.

Rudimentos de la Historia de America, por Montgomery. This is an elementary history of America in Spanish, of about 250 pages, well illustrated, and adapted for use in the fifth and sixth grades.

Libro Cuarto de Lectura, by Macdermott & Juncos. This is the fourth book of the Silver, Burdett & Co. series, adapted for use in the sixth, seventh, and eighth grades. Limited supply.

The Hall and Brumbaugh Standard Primer. Introductory to the Standard Readers now in use.

The Government of the United States and of Porto Rico, by Thorpe. This contains a synopsis of the earlier forms of government and treats of the civil Government of the United States in its various branches, and devotes some 75 pages to the civil government of Porto Rico, and contains the Foraker Law, or "Organic Act." Suitable for use in the seventh and eighth grades, and high schools.

La Cartilla de Arnold. Somewhat similar to Cartilla Ilustrada, but less advanced. Well illustrated in color and engravings.

Heart of Oak series of readers. For use as supplementary readers; six in number; limited supply.

Historia de Puerto Rico, in Spanish, by Brau. This book will not be ready for the schools until about January 1. For use in the advanced grades.

In accounting for or ordering the following school supplies, please use the indicated standard of measurement or numeration: Pencils by box of 144; drawing pencils, by unit; copy books by the dozen; erasers (rubber) by the box of 80 pieces; crayon by box of 144; practice paper by the package of 500 sheets; pens and penholders by box of 144; blackboard cloth by the foot; drawing paper by the sheet.

In making requisition for or ordering Libros de Lectura (Primer, Segundo, Tercero or Cuarto), please specify always whether of the A. B. C. (American Book Company) or S. B. & Co. (Silver, Burdett & Co.) series. In issuing books of these series which

you may now have in your district, please separate them and report to the department how many of each kind you have.

You are also requested to send a list of books you may have in stock at your headquarters which for any reason will not be issued in your district this year.

Superintendents will please note that *Libro Primero* (S. B. & Co.) and *Primeros Peldaños* are really the same book under different titles.

Part of the supplies ordered on your annual requisition for 1903-4 will be sent you this week. We are still awaiting the arrival of some necessary articles, such as pens, pencils, slates, etc. These will be sent you later.

It has been necessary to cut some of the requisitions where the estimates were high in proportion to the number of scholars in the districts, and in other cases because the supply is not large enough to fill all requisitions. You will receive a credit, however, for the articles on your requisition which are not sent and they will be sent later in the year, counting as part of your annual requisition. Superintendents will be held to the new rule allowing four requisitions per year (exclusive of office supplies). Invoices will accompany all shipments and are to be retained by the superintendent for entry in his annual return of property. He will sign the receipt and return same to this office.

I desire to call the attention of the superintendents to the necessity for strict economy in the use of school material and supplies. Do not issue supplies in large quantities to your schools, especially in the case of expendable supplies; and please call the attention of all teachers to the fact that paper, pencils, pens, ink, etc., should be used with the strictest economy.

In refitting your schools observe the greatest economy consistent with efficiency. If, for example, a piece of blackboard cloth can be made to do part of the year or a few weeks longer, do not replace it at once with new cloth on the assumption that the department has an unlimited supply.

Urge your teachers to encourage the pupils to cover the books, especially the new ones, with paper covers, which they can readily make. In some places the children have already covered their books with very substantial paper or cloth covers, which has added greatly to their preservation and has taught the pupils habits of neatness.

Almost all of the superintendents reported that there had been some waste of materials in their districts during the past year, and I think by a little calculation of the proper allotment for a school or for a given number of pupils, and by a little personal attention and conferences with the teachers this can be avoided.

I would also suggest that it may be possible to change books, especially supplementary reading books, from school to school during the year, and from one class room to another in the same building in the case of a graded school. That is, where you have two Spanish readers of about the same grade, or two English primers, you might have a supply on hand sufficient for one class and shift these at different times in the year from one school or class to another, so that two, three, or four classes would get the benefit of a variety of reading.

There are other particulars in which I am sure your own good judgment will guide you in making the best possible use of school supplies and school property. Where you have modern school furniture the local board might be urged to purchase a little furniture oil or polish and keep the furniture in good condition. It would also be well to instruct your janitors to see that all furniture is fastened together properly and that the adjustment of desks is exactly as it should be, and that any broken parts are immediately repaired by either sending a requisition to us for the part missing or returning the other parts to us to complete broken sets.

Inclosed please find a copy of official list of school districts and superintendents as arranged for year 1903-4.

Yours, respectfully,

SAMUEL McCUNE LINDSAY,  
*Commissioner of Education.*

## EXHIBIT V.

## MISCELLANEOUS LETTERS OF INSTRUCTION ON SCHOOL MATTERS.

LETTER SENT TO PRINCIPALS OF SCHOOLS AND PRESIDENTS OF COLLEGES IN THE UNITED STATES WHERE PORTO RICAN STUDENTS ARE MAINTAINED AT GOVERNMENT EXPENSE.

DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, April 27, 1903.*

DEAR SIR: You have in your school or institution one or more Porto Rican boys, sent to the States by the government of Porto Rico at government expense for the purpose of acquiring an education. We are granting these boys an allowance of \$400 per annum. I write to ask whether you will not be kind enough to aid us in carrying out the intent of the legislature, to the extent of sending me a full and complete report on the boy or boys in your school, together with your personal suggestions and observations concerning their present and future plan of education. I should appreciate especially your judgment as to the real worth of each boy. Does he seem to be improving his time? Does he seem to be making progress? Has he any definite plans for the future, toward which he is working intelligently? Is he promising material for further educational work? What kind of habits and associations is he forming? Is he learning English well, and learning to understand American institutions and American life? Answers to any or all the above questions, in addition to a report on his scholarship and conduct in school during the past year, will be greatly appreciated, as many of these boys I have never seen personally. Of course, at this distance neither I nor the committee under whose direction the boys are sent to the States can have any intelligent opinion of the work the boys are doing without such aid as you can give.

Secondly, will you kindly confer with the boy as to his plans for the summer vacation, informing him that his money allowance will be sent to him in the usual way, but that under no circumstances will he be given permission to leave the United States or to return to Porto Rico for the vacation. Any violation of this rule will lead to the withdrawal of government support and the filling of his place by another boy. This is the unanimous decision of the committee. You can doubtless advise him how to spend his summer vacation economically and profitably. Perhaps his health would be benefited by his going into the country; it ought to be a good opportunity for him to learn English and to gain some knowledge of the country. He should, however, not engage in extensive travel, but rather economize his resources in order that he may start the next school year with a surplus. In some cases the boy might advantageously pursue a summer course of study in some institution or summer school.

Thirdly, do you know of any Porto Rican boy (whether sent to you under house bill 35 or not) who, in your judgment, could successfully pass the examination for admission to the U. S. Naval Academy at Annapolis? I should be glad to have the answer to this third question by return mail, because I have been asked by the governor of Porto Rico to recommend to him for nomination any Porto Rican boys qualified for Annapolis.

You know, doubtless, what the physical and mental requirements of the Naval Academy are, and that the standard is a high one. The Navy Department at Washington publishes a pamphlet giving full particulars as to the mental and physical examinations.

Awaiting the favor of your reply, and thanking you in advance for any trouble you may take to cooperate with us in these matters, I am, yours, very truly,

SAMUEL McCUNE LINDSAY, *Commissioner.*

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DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, March 16, 1903.*

*To the American teachers:*

In a letter issued February 12 you were informed that the legislative assembly was considering a bill in accordance with the terms of which teachers of English might be paid a part of their traveling expenses when returning to the States. I am glad to notify you that the bill was passed. It reads as follows:



"Teachers from the United States, and principal teachers in the public schools of Porto Rico, whose licenses are renewed by the commissioner of education, and who pass a satisfactory examination under the direction of said commissioner, indicating that they possess an elementary knowledge of both the Spanish and English languages, may be allotted, in the discretion of said commissioner, actual traveling expenses in going from their respective posts to New York or other port of entry in the United States, and in returning from New York or other port of departure in the United States to their respective posts in Porto Rico during the vacation period: *Provided*, That for such traveling expenses no teacher shall in any one year be allowed more than one hundred (100) dollars. Payments shall be made \* \* \* at the close of the first school month after their return to Porto Rico."

In accordance with the provisions of this act this department will conduct examinations for American teachers in San Juan June 30, 1903. The scope of these examinations will be as follows:

#### ENGLISH.

- I. Pronunciation and oral reading: Each teacher will be required to read a few paragraphs from some standard author. (15.)
- II. Spelling: Fifty common words will be dictated by examiner. (25.)
- III. Penmanship: The appearance of all papers will be considered, but a special exercise will be given for careful writing. (10.)
- IV. Grammar: Four or five questions may be expected.
- V. Composition: A few paragraphs on some subject to be announced at time of examination. Capitalization, punctuation, paragraphing, etc., will be taken into consideration.

#### SPANISH.

- I. Pronunciation: To be tested by reading from the Spanish readers used in the public schools. (15.)
- II. Conversational Spanish, including common idiomatic expressions: To be tested by the ability of the candidates to answer in writing questions regarding everyday experiences. (10.)
- III. A dictation exercise: To be selected from *Libro Tercero de Lectura*, by Arnold & Gilbert. (10.)
- IV. Translation into English of an exercise selected from the *Libro Segundo de Lectura*, or *Libro Tercero de Lectura*, by Arnold & Gilbert. (10.)
- V. Translation into Spanish of an exercise selected from the *Standard First or Second Reader*. (15.)
- VI. Questions in grammar based on—
  - (a) Gender and number. Agreement of nouns, pronouns, and adjectives in gender and number.
  - (b) Use of accent marks.
  - (c) Comparison of adjectives and adverbs.
  - (d) Conjugation of the regular and most common irregular verbs. (20.)
- VII. The writing of a composition in Spanish of not less than 150 words on one of five given topics relating to Porto Rico. (20.)

Poetry will be excluded from exercises in dictation and translation.

The requirements for passing will probably be 70 per cent.

Teachers who desire to take these examinations are requested to notify the assistant commissioner in writing before June 1.

Yours, respectfully,

E. W. LORD,  
*Assistant Commissioner.*

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DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
*San Juan, May 11, 1903.*

*To the American teachers and to the principal teachers in the public schools of Porto Rico:*

Section 48 of the new compiled school law, which went into effect yesterday, reads as follows:

"\* \* \* Teachers from the United States (and) principal teachers in the public schools of Porto Rico, whose licenses are renewed by the commissioner of education and who pass a satisfactory examination under the commissioner, indicating that they possess an elementary knowledge of both the English and Spanish languages, may be allotted—in the discretion of said commissioner—actual travelling expenses as

additional compensation in going from their respective posts to New York or other port of entry of the United States and in returning from New York or other port of departure in the United States to their respective posts in Porto Rico during the vacation period. Provided that for such travelling expenses no teacher shall in any one year be allowed more than one hundred (100) dollars. Said allowance for travelling expenses shall be paid from moneys appropriated for 'Salaries, common schools.'

In accordance with this provision of law an examination in English and Spanish will be held in San Juan on Tuesday, June 30, at 9 a. m., and on Friday, September 25, at 9 a. m., covering the following ground:

#### ENGLISH.

1. Pronunciation and oral reading: Each teacher will be required to read a few paragraphs from some standard author. (15)
2. Spelling: Fifty common words will be dictated by the examiner. (25)
3. Penmanship: The appearance of all papers will be considered, but a special exercise will be given for careful writing. (10)
4. Grammar: Four or five questions may be expected. (25)
5. Composition: A few paragraphs on some subject to be announced at time of examination. Capitalization, punctuation, paragraphing, etc., will be taken into consideration. (25)

#### SPANISH.

1. Pronunciation: To be tested by reading from the Spanish readers used in the public schools. (15)
2. Conversational Spanish, including common idiomatic expressions: To be tested by the ability of the candidates to answer in writing questions regarding everyday experiences. (10)
3. A dictation exercise: To be selected from Libro Tercero de Lectura, by Arnold and Gilbert. (10)
4. Translation into English of an exercise selected from the Libro Segundo de Lectura or Libro Tercero de Lectura, by Arnold and Gilbert. (10)
5. Translation into Spanish of an exercise selected from the Standard First or Second Reader. (15)
6. Questions in grammar based on—
  - (a) Gender and number. Agreement of nouns, pronouns, and adjectives in gender and number.
  - (b) Use of accent marks.
  - (c) Comparison of adjectives and adverbs.
  - (d) Conjugation of the regular and most common irregular verbs. (20)
7. The writing of a composition in Spanish of not less than 150 words on one of five given topics relating to Porto Rico. (20)

Poetry will be excluded from exercises in dictation and translation. A mark of 70 will be required to pass. In making up the mark answers will be credited with the number of points indicated in brackets after each question. There will be five questions in English and seven in Spanish corresponding to the subdivisions and topics as outlined above. The English part will be naturally the more difficult for the Porto Rican teachers and the Spanish part for the American teachers.

Certain questions have arisen in connection with the interpretation of the law. First. Who are eligible?

(a) All teachers who hold a principal's certificate from the department of education bearing the date of the school year 1903-4, and who at the same time are duly elected, and approved by the department, to teach in one of the public schools of Porto Rico for the school year 1903-4, no matter whether in the position of principal or not, so long as the candidate holds a principal's license.

(b) All American teachers appointed in any position whatsoever, whether as teacher of English, special teacher, or principal in one of the public schools of Porto Rico for the school year 1903-4. This does not include supervisors or superintendents of schools, but does include the principal of a school, whether he is required to teach or not.

Persons who are eligible or who expect to fulfill the conditions by the beginning of the next school year may apply to take the examination either in June or September, and any teacher who takes the first examination and fails may apply to take the second. In all cases applications must be made to the department at least twenty-four hours prior to the beginning of the examinations, and, if possible, ten days in

advance. No payments on account of traveling expenses will be made until proper vouchers are presented, showing the actual expenses incurred and receipts in duplicate for all the amounts paid out, except regular fares on railroads or steamers, for which receipts are not necessary. Please note that this covers no railroad fares or other expenses incurred in the United States after leaving the port of entry or in returning before leaving the port of departure. Payments will be made to those who have complied with all the conditions and whose vouchers have been submitted to the department in proper form on or about the time of the payment of the first month's salary in the next school year.

Second. Persons who are not eligible.

(a) Those who are not appointed to teach in a public school for the next school year and those whose licenses to teach are not renewed.

(b) Those who hold a license to teach as principal teacher, but who are not actually employed in the public schools during the school year 1902-3.

(c) New teachers who for the first time are employed for the school year 1903-4, and those who secure their first license to teach in the public schools of Porto Rico for that year, as well as those who have previously had a license, although same may have been renewed and may be renewed again for the coming school year, but who are not actually engaged in teaching in the public schools during the present school year, will be considered, in the exercise of the discretionary power granted to the commissioner, as not eligible for travel allowance this year.

I am glad that this much assistance may be granted by the department to those teachers who wish to take advantage of the privilege of travel, either for the purpose of seeking rest and recreation in their well-earned vacation period or for the purpose of seeking new educational advantages for self-improvement, and I trust that all those who are eligible will take the examination and may pass it satisfactorily.

Yours very truly,

SAMUEL McCUNE LINDSAY,  
*Commissioner.*

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DEPARTMENT OF EDUCATION OF PORTO RICO,  
OFFICE OF THE COMMISSIONER,  
San Juan, July —, 1903.

*To newly appointed American teachers:*

Few places in the world enjoy a more beautiful climate than does Porto Rico, where is combined the luxuriousness of the Tropics with the comforts of the temperate zones. The weather is always warm, but seldom oppressively so. The unfailing trade winds blow over the island and help to produce the "perpetual June," which is something said to belong to Porto Rico.

The productions of the island include most of the tropical fruits and vegetables and many of those of the temperate zones. There is, however, comparatively little attention given to cultivation, and much of the food stuffs of the people is imported. The staple foods are beans and rice, which, together with codfish, are almost universally eaten.

The majority of Porto Ricans are whites of Spanish descent, and many of them, especially in the cities, are cultured, well-educated, and refined. The poorer people, as a rule, are kind-hearted, hospitable, and courteous, but have little education, very many being illiterate. Under the American Government the number of schools is being increased and every effort is being made to educate the people.

All public schools are under the direct control of the department of education, at the head of which is the commissioner of education, who is appointed by the President of the United States. The schools are organized on the American plan, and a course of study in eight grades is in use. Practically all the regular teachers are Porto Ricans, but about 100 American teachers are employed to teach English, their work, except in a few cases, being of a most elementary sort.

Porto Rico is about 1,400 miles southeast from New York, from which port at the present time two lines of steamers make regular trips, giving a weekly service. A steamer leaves New York every Saturday at noon and usually arrives in San Juan the following Thursday. As it frequently happens that the number of rooms is insufficient to meet the demands, it is well for intending passengers to secure passage several weeks in advance. It is especially desirable that teachers should make early arrangements, as the large number coming to the island at the same time makes it more than usually difficult to obtain passage on short notice.

In order to reach Porto Rico in time for the opening of the school year, teachers

must leave New York on or before September 19. The following is the boat schedule for the months of September and October:

| Company.                              | Name of ship.       | Leaves<br>New<br>York— |
|---------------------------------------|---------------------|------------------------|
| Red D Line .....                      | {Philadelphia ..... | {Sept. 5<br>Oct. 3     |
|                                       | {Caracas.....       | {Oct. 31<br>Sept. 19   |
|                                       |                     | {Oct. 17               |
| New York and Porto Rico S. S. Co..... | {Ponce .....        | {Sept. 12<br>Oct. 10   |
|                                       | {Coamo.....         | {Sept. 26<br>Oct. 24   |

The regular fares on these boats are \$50 first class and \$30 second class, from which figures teachers are allowed a discount of 20 per cent. The agents of the boats may be addressed as follows:

Agents of New York and Porto Rico Steamship Company, 1 Broadway, New York.

Agents of Red D Line, 136 Front street, New York.

As the return mail does not leave San Juan for nearly a week after the arrival of steamers, teachers should notify their friends not to look for letters for at least three weeks.

On arrival in San Juan teachers should report at the office of the department of education in the Intendencia building. There they will be given every possible assistance and directed as to their future course.

Teachers should bring with them their diplomas or certificates, which must be examined before their licenses can be issued by the department of education. According to the insular law every teacher must obtain a proper license before beginning work.

The coming year all schools open September 28 and close June 24, 1904. There are to be two vacations, the first from December 24 to January 11 and the second from March 25 to April 4.

Teachers' salaries are paid monthly, the first payment, however, at the end of the first month being for two weeks only, and the final payment of the year is for six weeks. Salary is paid for exact number of days taught, except that an allowance may be made of not more than two days in each month for time lost on account of sickness.

Teachers coming from the United States should be prepared to pay their expenses for at least a few weeks after reaching Porto Rico as the department can not make an advance payment in any case. The expenses of a teacher will vary slightly, according to location on the island, but the following may be taken as a fair estimate: Expenses in San Juan, cartage of baggage, hotel bills, etc. (two days), \$6; transportation to location in island not more than \$20; board and lodging, per month, \$25.

All transportation expenses must be paid by the teacher, but in accordance with a law passed by the last legislature American teachers who are employed a second year and who pass a creditable examination in both English and Spanish, may be allowed actual traveling expenses in going from their posts in Porto Rico to New York and back to Porto Rico.

Teachers should not bring a large amount of baggage, but should have one trunk with a good lock. Little or no heavy clothing will be needed while here, and the dampness of the atmosphere makes it exceedingly difficult to guard such clothing from mildew. It is also difficult to preserve books in this climate, especially if bound in leather or bright colored cloth. Clothing and all necessary articles for personal use can be purchased in San Juan or Ponce about as cheaply as in the United States.

The department of education is always glad to assist teachers in every way, but at the same time the teachers must be reasonably self-reliant and ready to put up with many strange conditions and to endure some hardships. Especially is it necessary for lady teachers to be careful not to offend the ideas of propriety which, as in all Spanish-American countries, differ quite materially from American ideas.

Above all, it is necessary for every American to remember that the people expect him or her to stand as an example of all that is American; they will criticise every apparent fault, but they will prove equally ready to admire true virtues and to accept sincere friendship.

E. W. LORD,  
*Acting Commissioner of Education.*

## CIRCULAR OF INFORMATION TO AMERICAN APPLICANTS FOR APPOINTMENT IN THE SCHOOLS OF PORTO RICO.

Practically the only teachers' positions in Porto Rico under the direct appointment of the department of education and open to Americans are those of teachers of English. In every graded school in Porto Rico there is at least one teacher whose duty it is to give special instruction in the English language to all of the grades and to the native teachers. These positions are all filled by American teachers who are paid \$50 per month for a term of nine months. In addition to this salary, paid by the department from the insular treasury, teachers are given by the local school boards an allowance for house rent, in no case less than \$10 and in no case more than \$15 per month. There is no allowance for transportation until after one year's service. Each teacher must pay his own transportation expenses going from the States to San Juan and also from San Juan to the town to which he may be assigned. The regular first-class fare from San Juan to New York is \$50. Teachers are allowed a discount of 20 per cent from this price. American teachers who are employed a second year in Porto Rico and who pass satisfactorily an examination in English and Spanish may be allowed their transportation expenses from Porto Rico to New York and return.

Applicants for these positions must be Americans under 50 years of age, in good health, and of upright character. They must be graduates of accredited colleges or normal schools, or they must have had successful experience as teachers under a high-grade State certificate. Such teachers are licensed here without examination.

Some knowledge of Spanish is almost indispensable. A few teachers have been appointed who knew but little Spanish at the time of their arrival, but no one should come here unless possessed of an earnest desire to learn the language, to understand local conditions, and to be of service to the people. We have no place for adventurers or those who come from selfish motives. The American teachers are well received. The people want English taught in the schools, and if a teacher is sensible, tactful, and earnest, he is sure of a cordial welcome and of sincere appreciation.

The climate of Porto Rico is pleasant and equable, much like that of May and June in the Northern States; but one must be prepared to endure some hardships and must expect some difficulties. Such food and home accommodations as one may have been accustomed to in the States can hardly be obtained here. Many of the smaller towns are located at some distance from the main roads. This makes transportation difficult and expensive, and usually prevents frequent visits to any of the larger cities. But good teachers soon find warm friends and have their reward in the results of good work. Newly appointed teachers usually have to take a position in one of the smaller towns, where there are few American residents, or none. After a year's experience there is often an opportunity of being transferred to one of the larger towns, where there are many Americans and American social life.

Some applicants state that they do not care to consider a position at \$50 per month, but would accept one at a higher salary. All salaries are fixed by law, and no changes can be made. We have a few positions in high and normal schools where larger amounts are paid; but none of these places are open to new comers, it being the invariable policy of the department to promote teachers already employed whenever such a vacancy occurs. There are a very few positions for special teachers of drawing, music, woodworking, etc., but these positions can hardly be filled satisfactorily by anyone unfamiliar with the language and local conditions, and such familiarity can best be acquired by working for a time as teacher of English.

If you wish to teach in Porto Rico, and are willing to devote your entire energy to the school work, and to adapt yourself to the conditions of the people, make formal application to the commissioner of education, San Juan, P. R., giving all of the information asked for on the accompanying blank. The receipt of this will be acknowledged, and the application will be placed on file for consideration whenever appointments are to be made.

Appointments are sometimes made by cable; if applicant receives such a notice, cable reply in three words: "Education, San Juan, 'Yes,'" or, "Education, San Juan, 'No,'" according to whether the appointment is accepted or not: It is usually unnecessary to sign the cable message; should it be considered desirable in any case, the notice of appointment will so state.

In proceeding to New York engage transportation by either the New York and Porto Rico Steamship Company's line or the Red D Line. Boats leave New York every Saturday, at noon, the two lines having a service alternate weeks. Whenever possible, passage should be engaged several weeks beforehand. The address of the steamship agents is:

New York and Porto Rico Steamship Company, 1 Broadway, New York; Red D Line, Boulton, Bliss & Dallet, 136 Front street, New York.

Present notice of appointment and ask for the 20 per cent reduction in passenger fare allowed to teachers. If for any reason this is not given, pay full fare, and the matter will be taken up with the transportation companies at San Juan, where a rebate of 20 per cent can probably be secured.

E. W. LORD,  
Assistant Commissioner of Education, San Juan, P. R.

## EXHIBIT VI.

### SCHOOL LAWS.

#### COMPILED SCHOOL LAW OF 1903.

AN ACT To revise, amend, and codify the general laws and regulations relating to public education in Porto Rico, to amend the codes, and for other purposes.

*Be it enacted by the legislative assembly of Porto Rico:*

#### TITLE OF LAW.

SECTION 1. This act shall be referred to as the Codified School Law of Porto Rico.

#### GENERAL PROVISIONS.

SEC. 2. The commissioner of education is hereby authorized and directed to establish and maintain a system of free public schools in Porto Rico for the purpose of providing a liberal education to the children of school age, i. e., between the ages of five and eighteen years; to establish higher institutions of learning, including colleges, universities, normal, industrial, mechanical, and high schools, together with such other educational agencies as said commissioner may find necessary and expedient in order to promote the educational development of the island. In addition to the rural and graded schools which shall constitute the regular common school system, said commissioner is hereby authorized and directed to establish, maintain, and direct so far as the resources placed at his command will permit, such special schools as in his judgment are necessary to meet special educational needs, such as kindergarten schools, night schools, agricultural schools, professional and commercial schools, and schools in penal and charitable institutions, either under private or public management, where the same can be maintained in general harmony with the public school system and in harmony with its general standards, provided that the pupils in said special schools may include others than those of school age. The commissioner of education, the assistant commissioner, the secretary of the department, and the general superintendent of schools shall have power to administer oaths and take sworn testimonies on school matters.

#### ELECTION OF SCHOOL DIRECTORS.

SEC. 3. The qualified voters of each municipality shall elect at each regular municipal election three (3) persons with the requirements specified in section 4 of the act as directors of the public schools of said municipality, who shall serve without compensation and who shall be elected in the same manner as other municipal officers, and whose election shall be certified in the same manner as that of other officers elected at the same time. The three directors thus elected shall be known as the school board and shall hold office for two years from and after the first day of January next ensuing after their election and until their successors have been elected and qualified.

#### QUALIFICATIONS OF SCHOOL DIRECTORS.

SEC. 4. Section 4 of "An act to provide for municipal elections in Porto Rico," approved February 11, 1902, is hereby amended in its application to persons who may be candidates for school director. No one shall be eligible to election as school director unless he is a citizen of Porto Rico or of the United States; unless he has been a resident within said municipal district or school district for six months next preceding the date of said election, and unless he knows how to read and write. All

persons duly elected at any regular municipal election shall take office on the first Monday after the first Sunday in January next succeeding such election and shall qualify as other municipal officers by taking the prescribed oath of office. Refusal or neglect of a school director to file his official oath of office within fifteen (15) days after the commencement of the term of office for which he was chosen renders said office vacant, and the commissioner of education is hereby authorized and directed to fill said vacancy by the appointment of a person possessing the necessary qualifications of a school director and of the same political party as that of the person who was duly elected by the people to fill the position thus made vacant.

#### ORGANIZATION OF SCHOOL BOARD.

SEC. 5. On the first Monday after the first Sunday in January, following a municipal election, the school board shall meet in ordinary session and proceed to the election from their own number of a president and a secretary, certifying said organization and officers to the commissioner of education. They shall in like manner proceed to the election of a treasurer, who may be the treasurer of the municipality, but who shall not be a member of the school board and who must be a duly qualified voter of the municipality. The election of said treasurer shall be certified to the commissioner of education in like manner as that of the president and secretary. The treasurer of the school board must conform in every condition and respect to the regulations provided by law for the regulation of duties of treasurers of municipalities. He shall pay only such amounts as are authorized by warrants signed by the president and the secretary of the school board, and no account shall be allowed unless previously ordered at a regular or duly called meeting of the said school board, and the date of said meeting shall be stated in the warrant. He may be paid an annual salary by the school board in such amount as is provided for in the budget of the school board and duly approved by the commissioner of education, but said salary shall not exceed two per centum of all funds actually disbursed by said officer. The president and secretary shall perform such duties as usually appertain to such offices and shall make such report to the commissioner of education as he may from time to time require.

SEC. 6. Immediately upon its organization the school board shall fix a regular date upon which to meet each month. Special meetings may be called upon three (3) days' notice being given and signed by the president of the board or by any two (2) of the members of the board or by the school superintendent of the district. The board shall meet monthly or oftener as required and all meetings shall be held in the alcaidia or other public place and two members shall constitute a quorum. The school superintendent of the district is ex officio a member of the school board and entitled to participate in its discussions, to receive notice of its meetings, to examine its minutes, records, and accounts in like manner as a duly elected member of the board, but he is not entitled to a vote.

#### GENERAL POWERS AND DUTIES OF SCHOOL BOARDS.

SEC. 7. School boards shall have charge of all school buildings in their respective districts; they shall have the power to erect, repair, remodel and improve school property, rent buildings for school purposes, provide suitable furniture and equipment for the same, employ janitors for school buildings, repair and keep in order suitable outbuildings, pay house rent for teachers, and keep in order all school buildings in their respective districts. They shall have the custody of, and shall keep in repair, all school buildings erected by the insular government, although the title to the same is vested in the people of Porto Rico, so long as said buildings are used for school purposes, and in general they shall perform such duties as the commissioner of education may require in accordance with the school laws.

SEC. 8. The school board of each municipality may hold in the corporate name of the municipality the title to lands and other property which are now owned or may be acquired for school purposes in such districts, and no property so held by the school directors for school purposes shall be subject to taxation.

SEC. 9. Whenever the purpose of a meeting of the school board or of a municipal election is to authorize taxation or indebtedness for school purposes, such meeting or election shall not be legal for such purposes unless its object be advertised, together with the time and place of such meeting or election for at least thirty (30) days previous.

SEC. 10. Whenever the school board provides but one school building in any urban center of a municipality, even though said building contain more than one class, each and every class thus maintained shall be open to both sexes, and likewise all rural

schools. When, however, in any urban center there is more than one school building provided and said buildings are no more than one kilometer distant from each other, one building may be devoted to classes for boys and the other to classes for girls, if the school board so desire. All schoolhouses and class rooms shall be entirely separate and upon different premises from the residence of the teacher or any other family, or from any place of business.

SEC. 11. Whenever it shall become necessary for a school board to acquire a site for a school building or for an addition to a schoolhouse site and the same can not be acquired by agreement of sale with the owners thereof, the board is hereby given the right of eminent domain to proceed to condemn said property for school uses. The method employed in said condemnation proceedings shall be in accordance with the law of eminent domain then in force.

SEC. 12. A school board in a municipality in its corporate capacity and organized in accordance with this act may sue and be sued in the name of the board.

SEC. 13. The school boards shall see that all public schools supported by public taxation, either local or insular, are known as public schools and that admission to them shall be free of all charge. It is furthermore the duty of the school board to see that no teacher accepts fees for instruction given in the public schools during school hours.

SEC. 14. Whenever proper school quarters are not provided by the school board within ten (10) days from the receipt of notice from the commissioner of education that such quarters shall be provided, the commissioner, through the school superintendent of the district, may contract for the use of a suitable building or rooms for the public school in question, and such contract shall be recognized as valid against the school board in whose jurisdiction the school is located, and suit for the amount of said rent may be brought against the school board by the owner of the property thus rented in any court of competent jurisdiction, and if judgment be in favor of the claimant, such judgment shall be recognized as a legal claim against said school board.

SEC. 15. If the school board fail to provide teachers for the schools, or if vacancies occur during the school year and the school board fail to fill the same within fifteen days after notice from the commissioner of education that such appointments should be made, the commissioner shall appoint the teachers, and such appointments shall be valid for the remainder of the school year.

SEC. 16. The school directors shall have the right to visit their schools as frequently as possible, and to report to the district superintendent on the work of any teacher. They shall supply the necessary school equipment in accordance with the recommendations of the school superintendent, cooperating with the latter to remedy all defects noted. If the school board does not remedy the defects in school equipment the superintendent may bring the matter officially to the attention of the commissioner of education, and the board shall cooperate with the department of education in promptly removing any unsatisfactory conditions in the schools.

SEC. 17. The school boards shall supply desks, school furniture, bookcases, chairs, and desks for teachers, clocks, proper receptacles for drinking water, supplies for janitors, and all other necessary equipment for the schoolroom, except text-books and such stationery supplies as the department of education may furnish for the schools of their respective districts, and they shall provide suitable storerooms in such towns as the district school superintendent may indicate for the safe custody of schoolbooks and supplies, and shall pay the cost of transportation of said books and supplies to and from said storerooms to their schools whenever it may be necessary or whenever directed to do so by the commissioner.

SEC. 18. The location or assignment to a particular school of a teacher within the jurisdiction of a school board shall be determined by said board and the school superintendent of the district. In cases where the school board and the school superintendent fail to agree the matter shall be referred to the commissioner of education, whose decision, after due and proper investigation of the facts in the case, shall be final. This rule applies only to the location or assignment of teachers who shall have been duly nominated by the school board, approved by the commissioner of education, and elected by the school board.

#### SCHOOL FUNDS AND THEIR ADMINISTRATION.

SEC. 19. Each municipality shall set aside in its annual budget not less than fifteen per centum nor more than twenty-five per centum of all taxes collected and funds received from insular treasury, to be designated as school funds. The money or moneys thus set aside shall be kept as a separate trust fund and paid immediately, as received by the treasurer of the municipality, to the treasurer of the school board to be disbursed by said treasurer of the school board pursuant to law for school pur-



poses. If, upon the receipt of any municipal taxes, whether collected by the municipal officers or by the treasurer of Porto Rico, the treasurer of said municipality fails to pay to the treasurer of the school board within five days from the date of receipt of said taxes by said municipal treasurer the legal percentage of said taxes hereby set aside as school funds, the school board shall notify the commissioner of education who shall notify the treasurer and auditor of Porto Rico, who, when thus notified, shall suspend all further payments to said municipality until notified by the commissioner of education that a satisfactory settlement of the school funds due has been made by said municipality. The exact percentage of school funds within the limits herein specified shall be fixed annually on or before the twentieth day of June, in each and every year, by the ayuntamiento of the respective municipalities, and such per centum shall be the school funds of the succeeding school year. The school board shall submit to the ayuntamiento on or before June first of each year an estimate, itemized as far as possible, of the needs of the school board for the ensuing year, and the percentage which the ayuntamiento is required to set aside for school funds shall be based upon this estimate within the limits fixed by law, i. e., it shall not be less than fifteen per centum nor more than twenty-five per centum of the taxes collected and funds received from the insular government. In any case where the estimate furnished by the school board demands a sum in excess of twenty-five per centum of the receipts of the municipality from taxation and funds received from the insular treasury, then the ayuntamiento of said municipality shall set aside from the receipts of the municipality from taxation and funds received from the insular treasury not less than twenty nor more than twenty-five per cent.

SEC. 20. The accounts of the school board and of the treasurer of the school board shall be audited and in every way treated as the accounts of all other municipal officers.

SEC. 21. School boards shall pay all their obligations promptly and under no circumstances shall incur debts or obligations in excess of their receipts or not provided for in their budget. They shall make a statistical report of their transactions, financial and otherwise, and submit the same to the commissioner of education within thirty days after the close of the fiscal year. The school board shall, before the twentieth day of August, October, December, February, April, and June, send in duplicate to the commissioner of education a certified statement signed by the president and secretary and the treasurer of the board, giving the following information, and in the following form, printed copies of which will be furnished upon application to the commissioner of education:

#### FINANCIAL CONDITION OF SCHOOL BOARD.

- (1) Total amount of cash on hand.
- (2) Total amount of bills outstanding due and payable.
- (3) Total amount of bills authorized for the current month and not paid.
- (4) Total amount of bills outstanding which will be paid on or before the first day of the succeeding month.
- (5) Total amount of the receipts on account of school funds received from the treasurer of Porto Rico during the preceding month.
- (6) Total amount of the receipts on account of school funds received from the treasurer of Porto Rico during the current month.

#### PROPOSED BUDGET FOR THE MONTH.

- (1) Total amount required for the rent of school buildings as itemized below. (Enumerate each building or room rented for school purposes with the amount paid for each.)
- (2) Total amount needed to pay house rent for teachers. (Give list of teachers by name and amount paid to each.)
- (3) Salary of treasurer.
- (4) Incidental expenses of treasurer's office, itemized as follows.
- (5) Incidental expenses secretary's office, itemized as follows.
- (6) Salaries of janitors. (Give name and amount paid to each.)
- (7) School furniture itemized as follows.
- (8) School supplies itemized as follows.
- (9) Regular or fixed expenses not enumerated above, itemized as follows.
- (10) Extraordinary and special expenses, itemized as follows.

The commissioner of education shall return one copy of the budget for the two following months to the secretary of the school board before the first day of the first month in which the said budget is to take effect. Each item shall be approved or disapproved, the items approved or disapproved being clearly indicated, and only the

amounts approved can be voted by the school board. The commissioner of education may increase or diminish the different items of proposed expenses in the budget, or he may add new items. The sums in the approved budget which may not have been employed or voted by the school board during the period for which the budget was approved shall not be disposed of after the expiration of the period indicated in said approved budget unless they are included in the budget for the next period and are therefore again approved by the commissioner of education.

SEC. 22. The treasurer of each school board shall keep such books open at all times to the inspection of any member of the board, of the auditing officers of the insular treasury, or the commissioner of education, or his delegates, or of any resident of the municipality, in which he shall enter all receipts on accounts, the sources from which they were received, and the objects to which they were made applicable. All disbursements so recorded shall show for what purpose the money was paid, and he shall keep [all books, receipts, and vouchers] on file until authorized by the commissioner of education or the auditor of Porto Rico to destroy them. He shall likewise keep on file receipts and vouchers for all moneys paid out, showing to whom the money was paid and all orders upon which money has been paid out. The treasurer shall present and file with the secretary of the school board, three (3) days before his successor may qualify, a report in writing signed by him and containing a statement of all moneys received by him within the year preceding and of all his disbursements, exhibiting vouchers therefor; also the amount received by him of taxes assessed upon the taxable property of the district within the year, purposes for which they were assessed, the amounts assessed for each purpose, which report shall be recorded by the secretary, and if it appears that there is any balance in the hands of the treasurer he shall pay such balance into the hands of his successor as soon as he executes the bond required as a condition of holding the office of treasurer, and his sureties justify on such bond. The president and secretary shall examine said report, and if correct they shall endorse the same and file a duplicate copy with the department of education. The treasurer of the school board of each district shall refuse absolutely to pay any warrant where the date of the meeting at which the disbursement was ordered is not specifically stated. In such cases it shall be the duty of such treasurer to notify the commissioner of education.

SEC. 23. The treasurer of each school board shall execute a bond to the board in double the amount of money, as near as can be ascertained, which will come into his hands as treasurer during his term, with sufficient surety, to be approved by the president and secretary, conditioned for the faithful discharge of his duties. Such bond shall be filed with the secretary of the board, and a duplicate copy, with the signed approval of the president and secretary, shall be filed with the department of education. In case of breach of any condition of said bond the president shall cause an action to be commenced thereon and prosecuted in the name of the board, and the money when collected shall be applied to the use of the board for school purposes. The treasurer failing to give bond as provided herein, or for any cause being unable to attend to his duty, the board shall proceed to appoint another treasurer, who shall give bond as required herein.

SEC. 24. The treasurer of Porto Rico may at any time prescribe for the treasurers of the school boards a method of keeping their accounts and auditing the same, which shall then become, upon thirty (30) days' notice having been given of such rules and regulations as the treasurer may prescribe, obligatory [upon] such treasurer, provided that all the rules and regulations prescribed by the treasurer of Porto Rico shall relate solely to the methods of keeping the accounts of the school board, and shall be transmitted to the school board through the commissioner of education and with his approval.

#### DUTIES OF SECRETARIES OF SCHOOL BOARDS.

SEC. 25. The secretary shall record the proceedings of the school board in a book provided for that purpose; he shall enter therein copies of his report made to the school superintendent or to the department of education, and keep and preserve carefully all records, books, and papers belonging to his office, and deliver the same to his successor in office; he shall act as secretary of the district in all its meetings, or, if absent, record the minutes of the secretary pro tempore; his minutes shall show all disbursements authorized by the school board, and he shall keep an account of all expenses of the schools and schoolhouses and record the cost of outbuildings, fences, and all the conveniences of the schoolroom, such as charts, maps, blackboards, and school libraries provided by the board; he shall issue vouchers for all amounts owed by the board as shown by the disbursements authorized in the minutes, when they become due, which vouchers, when countersigned by the president, shall become orders upon the treasurer of the board for their face value. Each voucher shall be

dated and numbered, and shall state the service or consideration for which it was drawn and the names of the parties rendering such service or consideration, and shall be recorded by the secretary in a book kept by him for that purpose.

#### RESIGNATIONS, REMOVAL OF SCHOOL DIRECTORS, AND VACANCIES IN SCHOOL BOARDS.

SEC. 26. Section 207 of the Political Code is hereby amended in so far as it applies to school directors who desire to resign from office, and said school directors are hereby required to send their resignation in writing to the commissioner of education, who must act upon the same within ten days after its receipt.

SEC. 27. When a school director is accused of any felony or crime under the laws of Porto Rico he shall be suspended from the position he holds by the commissioner of education, and if he is convicted of any crime or felony he shall be permanently dismissed from his position and the commissioner shall appoint a substitute.

SEC. 28. The commissioner of education shall also suspend or dismiss from his position a school director for offences committed in the performance of his duty as such director after having preferred charges of the offences in writing, copies of which charges shall be sent to the person against whom said charges are brought, to the members of the school board of the district, to the mayor of the municipality, and to the supervisor [superintendent] of schools of the district; provided, that a reasonable length of time shall be given in which the interested person may present to the commissioner of education a written answer to the charges; and provided further, that at the expiration of said time the action of the commissioner shall be stated in writing, and copies of the same shall be sent to the same parties who were entitled to receive copies of the charges preferred. A certified copy of the action taken by the commissioner of education, together with a copy of the charges preferred and any answer which may have been filed, shall be placed together on file in the records of the department of education.

SEC. 29. Vacancies in the school board, whether caused by death, resignation, removal from the district, failure to attend stated or called meetings for two consecutive months, or removal by the commissioner of education, shall be filled by appointment for the unexpired term, to be made by the commissioner of education within one month of the date when said vacancy occurred, provided that no one shall be thus appointed who is not a qualified voter of the school district and who is not certified as a member of the same political party as the immediate previous incumbent of the position which it is desired to fill. A written statement of the president of the party or any two members of the executive committee of the party shall be considered sufficient evidence that the appointee is a member of the party as stated; provided further, in cases where no member of the party of the previous incumbent who possesses the qualifications required by law for the office of school director can be found who is willing to serve in said position, then the said commissioner of education may appoint any one qualified to fill the position without reference to his political status.

#### OPENING SCHOOLS AND ORDER OF SCHOOL EXERCISES.

SEC. 30. Each school board shall annually on or before June first make a report to the commissioner of education, specifying the number of schools they desire to open in their district for the next ensuing school year. This report shall specify the number of rural, graded, principal, and English teachers required, and also the number of special teachers or teachers of special schools, such as agricultural, kindergarten schools, night schools, etc., required, and the commissioner of education shall at once proceed to consider such report, informing the respective school boards not later than July first of the number of schools and teachers that may have been assigned to their respective districts.

SEC. 31. The school year shall in no case exceed ten months and shall be as much less as the commissioner of education shall direct, provided that the school year shall in no case be less than eight months, and provided further, that the school board in the school district may extend the school year beyond the limit fixed by the commissioner of education, but not to exceed the maximum limit herein provided for. In all cases where such extension of the school year is made, it shall be wholly at the expense of the district authorizing it.

SEC. 32. The length of the school day, its division into sections, the length of vacations, school holidays, and the observance of said school festivals shall be fixed and determined by the commissioner of education, subject only to the provisions of law regarding general holidays, but in all these matters the school boards are authorized to make recommendations to the said commissioner, and so far as possible the regulations for these topics shall be uniform throughout every school district.

SEC. 33. The school month shall consist of twenty days of actual teaching—legal holidays excepted—but no school shall be open on a Saturday or a Sunday. Legal holidays within the meaning of this section are those described in section 387 of the Political Code, as follows: Every Sunday, New Year's Day, Washington's Birthday, March twenty-second, Good Friday, May thirtieth, known as Memorial Day, the Fourth day of July, Twenty-fifth day of July, the first Monday in September (to be known as Labor Day), Thanksgiving Day, Christmas Day, every day on which a general election is held throughout the island, and every day appointed by the President of the United States or by the Governor of Porto Rico or by the legislative assembly for a public fast or thanksgiving or holiday. When any such day falls upon a Sunday, the Monday following is to be a holiday. Unless otherwise directed by the commissioner of education the school board and the superintendent of the district may make provision for the proper celebration of these holidays when the same fall on school days by special exercises in the schools of the afternoon session or during the last hour of the school session of the school day next preceding said legal holiday, provided that no special school celebration of Christmas and New Year's Day shall be deemed necessary in districts where the school board makes arrangements for a celebration of a school festival on a day falling between the twentieth day of December and the sixth day of January inclusive, to be known as a school festival of Christmas and Three Kings' Day.

#### SCHOOL DISTRICTS.

SEC. 34. The school district shall be coterminous with the municipality, and the school board shall have jurisdiction over all schools within their respective districts.

#### QUALIFICATIONS OF TEACHERS.

SEC. 35. Teachers of schools in Porto Rico shall be designated as rural, graded, teachers of English, principal teachers, and special teachers, the latter class comprising kindergarten teachers; music and drawing teachers, teachers of sloyd, teachers of trades and special subjects in industrial schools, teachers in the normal and high schools, and special schools teachers and [teachers of] stenography and typewriting, and all other teachers not otherwise classified who may at any time be employed in school work under the direction of the commissioner of education. They shall all be persons of good moral character and possessed of the necessary requirements for their several positions as may be prescribed by law and certified to by a certificate or license to teach issued by the department of education over its own seal and the signature of the commissioner.

SEC. 36. Teachers shall pass an examination for a license to teach in the rural schools of Porto Rico in (1) English language, (2) Spanish language, (3) arithmetic, (4) geography, (5) history of the United States and of Porto Rico, (6) methods of teaching.

SEC. 37. Candidates for a license to teach in the graded schools of Porto Rico shall pass an examination in (1) English language, (2) Spanish language, (3) arithmetic, (4) geography, (5) history of the United States and of Porto Rico, (6) methods of teaching.

SEC. 38. Candidates for a license to teach as principal teachers shall pass an examination in all of the studies for a license to teach in the graded schools and, in addition thereto, in (7) algebra, (8) geometry, (9) physiology, and such additional studies as the commissioner of education may require; provided, however, that no additional studies shall be required without giving at least six (6) months' notice of such additional studies. Licenses to teach as a principal teacher may be granted without examination on the basis of a certificate of graduation from the insular normal school or from any other accredited normal school, college, or university, provided that such applicant possesses also an elementary knowledge of the Spanish language, to be tested by examination.

SEC. 39. No person shall be granted a license to teach in a rural school who has not attained the age of seventeen (17) years. No person shall be granted a license to teach in the graded schools who has not attained the age of nineteen (19) years and who has not had at least one year's experience as a teacher. No person shall be granted a license to teach as a principal teacher who has not attained the age of twenty-one (21) years and who has not had at least two years' experience as a teacher; provided, however, that any person who has finished satisfactorily a two years' course in the insular normal school of Porto Rico (exclusive of the preparatory year) may be granted a license to teach, if he possesses the other qualifications, without having any other experience as a teacher; and provided, also, that any per-

son who has completed the full three years' course in the insular normal school of Porto Rico, and has received a diploma from said normal school, shall be entitled to receive a license to teach as a principal teacher without further examination or further requirements, upon reaching the age of twenty-one (21) years and having had one year's experience as a teacher in the schools of Porto Rico.

SEC. 40. Teachers of English shall be graduates of a first-class high school, normal school, college, or university, or a teacher of extended experience, holding a high grade certificate from some State of the United States, or they shall pass an examination in the English language, including writing, spelling, reading, and grammar, arithmetic, geography, history of the United States, physiology, and methods of teaching. In every village and city maintaining a graded system of schools there shall be at least one teacher of English, and as many more as the commissioner of education may appoint. All teachers of English shall be selected and appointed by the commissioner of education, and shall perform the duties he may assign to them. But in all other respects they shall be subject to the same conditions and regulations governing graded teachers.

SEC. 41. No license to teach in the public schools of Porto Rico shall be issued to any person over sixty years of age.

#### SUSPENSION AND REMOVAL OF TEACHERS.

SEC. 42. Teachers shall be suspended from their positions by the commissioner of education or by the school board for cruelty, immorality, incompetency, insubordination or negligence in the performance of their duties, and said commissioner may reinstate them or dismiss them and cancel their licenses after an investigation which shall be held and in which the school board may file a statement and said teachers shall be held [heard] in their own defence either verbally or in writing. Provided that no suspension by a school board shall be valid for more than five days; and the teacher thus suspended shall not be again suspended for the same cause by said board during the school year in which the first suspension took place.

#### SALARIES OF TEACHERS.

SEC. 43. The salaries of all teachers shall be fixed by the commissioner of education within the limits prescribed by law. In the case of special teachers where no such limits are prescribed by law, the salaries shall be fixed by said commissioner with the advice and consent of the executive council. The salary of any teacher may be increased by a school board of any district above the sum fixed by said commissioner provided said increase shall be made for a definite period and shall be subject to the approval of the commissioner of education and shall be paid from the school funds of said school board and not from those of the department of education nor from the funds of the insular treasury.

SEC. 44. For the purpose of compensation and payment, teachers shall be assigned by the commissioner of education to one of three salaried classes. All rural teachers shall be divided into three classes beginning on and after July 1, 1903. Those of the first class shall receive thirty-five (35) dollars per school month for each month of actual service. Those in the second class shall receive thirty (30) dollars per school month for each month of actual service. Those of the third class shall receive twenty-five (25) dollars per school month for each month of actual service.

SEC. 45. Graded teachers shall be divided into three classes on and after July 1, 1903, as follows: Those of the first class shall receive fifty-five (55) dollars per school month for each month of actual service. Those of the second class shall receive fifty (50) dollars per school month for each month of actual service. Those of the third class shall receive forty-five (45) dollars per school month for each month of actual service.

SEC. 46. Principal teachers shall be divided into three classes on and after July 1, 1903. Those of the first class shall receive eighty (80) dollars per school month for each month of actual service; those of the second class shall receive seventy-five (75) dollars per school month for each month of actual service; those of the third class shall receive seventy (70) dollars per school month for each month of actual service.

SEC. 47. Teachers, whether rural, graded, or principal, who receive their licenses to teach under the department of education after the passage of this act, shall be placed in the third class and may not be advanced to the second class until after they have taught three years in the public schools of Porto Rico. Said teachers shall not be advanced to the first class from the second without having taught five years in the public schools of Porto Rico. No period of teaching in the public

schools of Porto Rico prior to July 1, 1903, shall be counted in calculating the length of service; provided, however, that all persons who held a diploma or special certificate from the insular normal school indicating that they have passed successfully at least one year of the regular course of study in the normal school (not including the preparatory year), by reason of the superior advantages which they have enjoyed, shall be admitted, when given a license to teach by the department of education, to the second salaried class, immediately upon beginning their work in the public schools, and provided that all rural, graded, and principal teachers in actual service during the school year 1902-03 who may be given a license to teach for the school year 1903-04 shall be assigned to the second class of their respective grades.

SEC. 48. Teachers of English shall receive not less than forty (40) nor more than sixty (60) [dollars] per school month for each month of actual service. Teachers from the United States [and] principal teachers in the public schools of Porto Rico whose licenses are renewed by the commissioner of education and who pass a satisfactory examination under the commissioner indicating that they possess an elementary knowledge of both the Spanish and English languages may be allotted [allotted]—in the discretion of said commissioner—actual traveling expenses as additional compensation in going from their respective posts to New York or other port of entry of the United States and in returning from New York or other port of departure in the United States to their respective posts in Porto Rico during the vacation period. Provided that for such traveling expenses no teacher shall in any one year be allowed more than one hundred (100) dollars, said allowance for traveling expenses shall be paid from moneys appropriated for "Salaries, common schools."

SEC. 49. Salaries of special teachers shall be fixed by the commissioner of education by and with the consent of the executive council in the absence of specific provision of law fixing the salaries of said special teachers. Salaries of rural, graded, and principal teachers, and of any other teacher duly appointed by law, shall be paid from the fund designated in the annual appropriation act as "Salaries, common schools," unless provision is made by the legislature for the payment of said salaries under some other item of the annual appropriation act or other act of the legislature.

#### DUTIES OF TEACHERS.

SEC. 50. Teachers shall instruct the pupils in the public schools in all subjects prescribed in the course of study according to their various grades and the provisions of this act. Teachers shall not teach any subjects not authorized in the said course of study during the legal school hours.

SEC. 51. When a teacher on account of illness, or for any other reason of equal moment, is prevented from attending to his duties or is compelled to absent himself from the schoolroom during legal school hours, he shall at once notify the principal of the school and his district school superintendent or the secretary of the district school board, or both, and it shall be the duty of the said district superintendent and secretary of the school board to notify the commissioner of education immediately by telegraph or by the quickest means of communication available and said commissioner shall upon receipt of such notification appoint a legally qualified substitute to serve until the regular teacher can resume his duties or a successor is legally appointed. In all such cases the regular teacher can only resume his or her own work upon the approval of the school board and the commissioner of education.

SEC. 52. All teachers in actual service or holding a license to teach, during the period for which said license is valid, are considered as officials or employees of the insular government and shall not take an active part in any election or canvass or attempt to canvass or to control any vote or voters (other than their own individual vote) for or against any candidate or candidates or to talk at any political convention or to permit their names to be used as members of political committees or subcommittees without first resigning their position and asking to have their license cancelled. Any violation of this section shall be considered good cause for the cancellation of a teacher's license.

SEC. 53. Teachers in the public schools of Porto Rico shall at all times treat their pupils humanely and kindly, and the commissioner of education shall prescribe the necessary rules and regulations for the discipline of the pupils in the public schools and for the enforcement of the spirit of this act. Teachers may suspend, and the school board may permanently exclude from public schools under their jurisdiction, pupils of bad moral character, or who are insubordinate or who possess or are exposed to infectious diseases.

#### SELECTION OF TEACHERS.

SEC. 54. Teachers other than teachers of English and special teachers as defined in section 24 [should read section 35] of this act, for the public schools of Porto

Rico, shall be selected in the following manner: The school board by a majority vote shall, on or before July first, of each and every year, certify to the commissioner of education the names of any teachers legally qualified whom they desire to elect for the next ensuing school year. After 12 o'clock noon on July 1st, of each and every year, there shall be made up as speedily as possible in the office of the commissioner of education a list for each municipality of all the legally qualified teachers whose names have been sent to the commissioner of education by the school boards and received at the office of said commissioner prior to July 1, at the hour of noon, and whose names have been previously certified to by the respective school boards of each municipality, and said lists shall be signed by said commissioner and his seal affixed thereto and shall become part of the official records of the department of education, and henceforth be known as the official lists for the given year of the said respective municipalities. The said commissioner shall return the list for each municipality to the school board of said municipality on or before August first, of each and every year, with his approval or disapproval of each teacher so nominated. The school boards shall then proceed to elect for the schools of their respective districts according to law, from the teachers approved by the commissioner on said official list, the teachers for the next ensuing year. No names shall be added to such official list unless the number of teachers approved by the commissioner is not sufficient to fill all the places for which the school board is authorized to make provision, and until after all of the persons approved on said official list shall have been elected by the school board to a school in said district. The names of the additional teachers required shall then be submitted, first, to the commissioner of education, the board proceeding in like manner as in the case of the teachers on the official lists. After having been approved by said commissioner additional teachers thus nominated shall then be elected by the school board in a like manner as the teachers who appeared on the official lists. No applicant for a school shall be certified to the commissioner of education by any school board unless said applicant possesses a valid license to teach bearing the signature of the commissioner of education and the seal of the department. School boards shall give public notice of all vacancies in the schools under their jurisdiction in at least one newspaper in Porto Rico, giving at least five days' notice of the date and place of meeting for filling said vacancies. No teacher shall be nominated or elected by any school board without the unanimous vote of those present if he is a relative within the third degree of consanguinity or second degree of affinity of a member of the school board. Teachers not thus related shall be nominated or elected upon a majority vote of those present at any legal meeting of the board.

SEC. 55. Teachers of English and all special teachers shall be appointed directly by the commissioner of education and shall perform such duties as he may assign to them, provided that teachers of English shall have the qualifications specified in section 30 [should read section 40] of this act, and all special teachers shall have the qualifications usually appertaining to teachers of their respective branches and shall have first been granted a license as such special teacher by the department of education. The commissioner of education may appoint not more than five rural, graded, or principal teachers in each school district as teachers at large for the purpose of substituting in the place of teachers regularly chosen in the schools of said district which [whom] said commissioner is hereby authorized to remove from their schools for a period not exceeding three months in any one school year and to assign to study in the insular normal school, allowing the teachers thus temporarily absent from their schools full pay and paying said substitute teachers the salary pursuant to law appertaining to their respective grades, provided that the salaries thus paid to teachers pursuing their studies in the insular normal school for the entire period for which they are absent from their schools shall be paid from moneys specially appropriated for "Salaries, teachers' institutes, and summer normal schools."

In any town having four or more graded schools in one building for which no principal teacher is provided, the commissioner of education may designate one of the graded teachers of said town as acting principal with the usual duties and responsibilities of a principal teacher, and said acting principal shall receive for said services, in addition to his regular salary as fixed by law, the further sum of ten dollars per month during the period of such actual service and to be paid from the funds appropriated for "Salaries, common schools."

SEC. 56. Immediately after the election of a teacher in the manner prescribed by law, the officers of a school board shall sign a written contract with said teacher upon blanks furnished by the department of education for that purpose, engaging him to teach for the following school year. Such contracts shall be in triplicate, one copy to be retained and filed by the secretary of the school board, one copy to be delivered to the teacher, and one copy to be forwarded to the commissioner of education. The commissioner of education may annul any contract between a school board and the

teacher for cause, in accordance with section 40 [42] of this act, and if the board neglects to fill the vacancy thus caused within ten (10) days after notification that such contract has been annulled, the commissioner of education may appoint a teacher for the remainder of the school year.

SEC. 57. In any contract between the school boards and teachers providing for the payment of house rent, salary, or other items contracted for in cases where the insular government pays the salary or part of the same, the commissioner of education is hereby authorized to enforce the contract. After ten days' written notice of failure on the part of the treasurer of the school board to pay when due the amounts contracted under the school laws of Porto Rico, said written notice having been mailed by the commissioner of education to the president of the school board and to the alcalde of the city or town, the auditor is hereby authorized to withhold from the next succeeding disbursement of municipal taxes to said municipality a sum sufficient, according to the certified statement of the commissioner of education, to pay the claim of such contract with teachers in said municipality, and the auditor is hereby directed to approve such claims and the treasurer will pay the same from moneys withheld from the funds of the municipalities.

#### MUNICIPALITIES TO PROVIDE SCHOOLHOUSES AND HOUSE RENT FOR TEACHERS.

SEC. 58. Municipalities shall provide rooms or buildings for schools and necessary offices for school boards and district school superintendents wherever public buildings in the control of said municipality are available for such purposes. Wherever possible the municipality shall construct public school buildings, erected and furnished according to plans authorized by the commissioner of education and suitable for graded schools. Where the municipality provides such building, additional teachers sufficient for six grades will be furnished as needed.

SEC. 59. From the school funds at their disposal the school boards shall pay the house rent of teachers. The school boards shall make a cash allowance to teachers for house rent as follows: For rural teachers not less than three (3) dollars per month and not more than eight (8) dollars per month for each and every school month in which the teacher is actually engaged; graded, principal, and special teachers not less than ten (10) dollars nor more than fifteen (15) dollars per month for each and every school month in which the teacher is actually engaged. Said rent of [or] allowance shall in every case be made a part of the contract or agreement between the teacher, the school board, and the commissioner of education, all of whom shall agree to the rent or allowance so specified.

#### COMPULSORY ATTENDANCE.

SEC. 60. When a pupil enters a public school of Porto Rico and is enrolled as a member of the school the pupil shall be regarded as a member of the school until legally dismissed by the proper authorities. Regular and prompt attendance of such pupil shall be compulsory, and the alcalde of the municipality shall enforce attendance and the justice of the peace shall publicly reprimand parents upon the complaint of the alcalde, school board, or district superintendent, or commissioner of education, for failure to have their children regularly in school after they are once enrolled, and for a second offense may impose a fine upon said parents, if responsible for such default, of not more than five dollars, and for a third offense of not more than ten dollars; and in default of payment of said fines duly imposed the justice of the peace may sentence the father, mother, or custodian of a child not regularly in school to imprisonment not to exceed five days. When any school board has a school regularly equipped whose enrollment is less than its capacity the municipal authorities may enforce the attendance of children between the ages of eight and eleven years who reside within a reasonable distance of said school and are eligible to admission and whose parents are able to send them.

#### NIGHT SCHOOLS.

SEC. 61. The commissioner of education, upon application of twenty young persons unable to attend day school for justified reasons, may establish a night school and may close the same when the average attendance in [in any] one month does not reach twelve students. Adults may be admitted to night schools when in the judgment of the local school authorities they are able to profit by the instruction offered and their presence in the said night school will not operate to the exclusion of eligible young persons who desire admission.



## SUPERINTENDENTS OF SCHOOLS.

SEC. 62. Superintendents of schools shall be at all times under the immediate control and guidance of the commissioner of education, who shall prescribe their duties. They shall in every respect consistent with the welfare of the schools cooperate with and assist their respective school boards in the performance of their duties under the law. They shall receive the cordial support and assistance of the officers and members of the school boards and of the teachers of the schools in the district and of the parents of the children in their schools; and their functions as representatives of the commissioner of education shall be respected and obeyed. They shall be furnished by their school boards with a suitable office for the transaction of their public business or office rent in lieu thereof, but with no house rent. They shall make an annual report to the commissioner of education on the condition of the schools in their districts. Said report shall be presented June first of each and every year. They shall make such additional reports, statistical or otherwise, as the said commissioner may direct.

## SCHOOL TAXATION.

SEC. 63. For the fiscal year beginning July first, nineteen hundred and two, and ending the thirtieth day of June, nineteen hundred and three, and for every succeeding fiscal year, in addition to the regular taxes of which according to law at least 15 per cent and not more than 25 per cent must be set aside as a school fund, the ayuntamientos may levy a property tax to be known as a "school tax," and not to exceed one-tenth of 1 per cent of the assessed value of all real and personal property of the respective municipality, in accordance with the assessment made by the treasurer of Porto Rico to levy and collect the insular property tax.

SEC. 64. The ayuntamiento of each municipality shall decide on or before the twentieth day of June of each and every year whether such additional tax shall be levied and shall fix the rate within the limit allowed by the first part of this section, basing the same upon reports of the respective school boards situated in each municipality and in accordance with the needs for school funds in whatsoever manner determine [determined], and shall notify the treasurer of Porto Rico immediately upon the adoption of the resolution fixing said rate. The treasurer of Porto Rico shall collect the school tax hereby established in the same form and subject to the rules provided for by an act entitled "An act to provide revenue for the people of Porto Rico, and for other purposes," approved January thirty-first, nineteen hundred and one, and said official shall pay pursuant to law to the treasurer of each school board in the months of March and September of each year the amounts collected during the six preceding months as school taxes in each of the respective school districts.

SEC. 65. The amount accruing to the treasury of each municipality on account of school taxes hereby established shall be devoted solely to school purposes.

## SPECIAL DUTIES AND POWERS OF THE COMMISSIONER OF EDUCATION.

SEC. 66. The commissioner of education being required by act of Congress of April twelve, nineteen hundred, to supervise education in Porto Rico, he shall to comply with said act approve all disbursements made on account thereof; he shall appoint, from time to time, supervisors or superintendents of schools, who shall be subject to the commissioner in all respects; he shall prepare and promulgate all courses of study for the school [schools]; he shall conduct all examinations for teachers' certificates and issue licenses or certificates to teachers; he shall fix the salaries of teachers, provided always the amounts so designated shall not be in conflict with law; he shall select and purchase all school books, supplies, and equipments necessary for the proper conduct of education, except as otherwise provided by law; he shall approve all plans for public school buildings to be erected in Porto Rico; he shall require and collect such statistics and reports from school boards, superintendents, and teachers as he may from time to time deem necessary to the welfare of the school system and he shall formulate such rules and regulations as he may deem necessary for the effective administration of his office.

SEC. 67. The commissioner of education shall, on or before the first day of October of each year, transmit to the governor a full report of the operations of his department, of all expenditures made therein, together with such statements, facts, and explanations concerning the educational system of the island, and such suggestions and recommendations as he may deem appropriate.

## STUDENTS TO BE SENT TO THE UNITED STATES.

SEC. 68. There shall be selected annually, as hereinafter provided, a number of poor young men of robust constitution and good conduct, who shall be sent to the United States and maintained there at the expense of the people of Porto Rico for a period not to exceed five years devoted to the study of such subjects as the commission hereinafter provided may determine. The number of young men upon whom this privilege shall be bestowed shall at no time be in excess of twenty-five, and the total expenses in each case shall not exceed the sum of four hundred dollars per annum. The young men thus selected shall be sent to the United States as soon as provisions have been made for them in accordance with this act.

SEC. 69. The president of the executive council and the speaker of the house of delegates together with the commissioner of education shall form a commission that shall prepare the rules under which these young men shall be selected and shall have charge of them during the time they are engaged in study under this act.

SEC. 70. The commission shall keep regularly informed of the conduct and progress of each beneficiary and secure all other data that they may consider necessary. They may also withdraw support from any beneficiary upon proper proofs being presented of misconduct or bad faith of any beneficiary under this act.

SEC. 71. By and with the recommendation of the commissioner of education for the island of Porto Rico there shall be maintained each year twenty good and worthy young men and women from Porto Rico in the United States to be educated in the various arts and trades that may best qualify them to assist in the improvement of conditions of Porto Rico.

SEC. 72. Each person receiving said appointment shall receive from the general government of Porto Rico a sum not to exceed two hundred and fifty dollars per annum and shall pursue the studies or trades as agreed upon by the said commissioner of education and the applicant before finally receiving said appointment.

SEC. 73. The colleges or institutions designated to which the said students shall attend are Hampton Institute, Hampton, Virginia, and Tuskegee Institute, Tuskegee, Alabama, and such other similar educational institutions as the commissioner of education may from time to time specify.

SEC. 74. The commissioner of education shall have the right to cancel or withdraw the support at any time upon proper proofs being presented of misconduct or bad faith of any of the beneficiaries included under this act subject to the approval of the executive council.

SEC. 75. There shall be sent to the commissioner of education from the authorities of the college or institution at which the said students are in attendance a quarterly report of the conduct and advancement of each student so attending.

SEC. 76. The students who may receive the appointments shall at no time exceed twenty in number, ten young men and ten young women, and no one shall receive the benefits of this act for a longer term than four years.

SEC. 77. The twenty beneficiaries referred to in section 72 [71] shall in no case be sent from the same district or county, and the commissioner of education shall therefore confer this favor with the greatest equity among all the young persons of the island. A necessary qualification shall be that the parents of the beneficiaries shall be poor.

## TEACHERS' PENSION.

SEC. 78. The teachers' pension fund shall be administered as follows: (a) A committee of three teachers selected by the commissioner of education shall receive and file all claims sent by teachers who believe themselves entitled to a pension and shall also attend to making the "expedientes" in every particular case, requesting from the applicants each and every paper or document required by the "derechos pasivos del magisterio de primera enseñanza de Puerto Rico" actually in force. (b) These expedientes or records shall be sent to the commissioner of education for his examination and classification and he shall refer the same to the honorable governor of Porto Rico for approval. (c) The decision in every case shall be reported by the commissioner of education to the interested person, to whom a credential shall be issued setting forth the applicant's right to the pension and the amount to which the pensioner is entitled.

## SCHOOL FOR TRAINED NURSES.

SEC. 79. The commissioner of education with the advice of the superior board of health shall establish three schools for the training of nurses in the island of Porto Rico, one of which shall be located in the city of San Juan, another at Ponce, and the third in the city of Mayagüez.

SEC. 80. Said commissioner of education, upon nomination of the superior board of health, shall employ three trained nurses, graduated from schools in the United States of approved standing, as instructors of said schools, and is hereby given power to fix their compensation.

SEC. 81. The commissioner of education and the president of the superior board of health shall make rules and regulations as to the management and administration of said schools. No person under eighteen years of age shall be admitted to the said schools nor any person whose physical conditions and mental attainments shall not qualify her for the work of a trained nurse. Instruction in the said schools is to be free.

SEC. 82. The sum of one thousand dollars is hereby appropriated out of any moneys in the treasury not otherwise appropriated for the maintenance of any of the schools provided for in section 80 [79] of this act.

#### INDUSTRIAL SCHOOLS.

SEC. 83. The commissioner of education is hereby authorized to establish, equip, and maintain with any funds allotted or appropriated to the use of the department of education of Porto Rico and not required for any other purposes at least three industrial or manual training schools for the education of the youth of Porto Rico. Said schools shall be designed and equipped to afford a practical education for the pupils, both male and female, who shall be received therein, in some occupation or trade of a mechanical or industrial character. Competent teachers who shall be practical mechanics, artisans, or persons thoroughly equipped by education to instruct pupils of said schools in such mechanical or industrial branches as shall be taught in said schools, shall be from time to time employed by the commissioner of education, as the deeds and necessities of said schools and the means at his disposal for said purpose shall require and permit.

SEC. 84. The first three of said schools to be established by the commissioner of education, under the authority herein granted, shall be located in the cities of San Juan, Ponce, and Mayagüez, respectively, in the order herein named. In the city of San Juan, the commissioner of education shall be authorized to take possession of any public building which the commissioner of the interior may be able to provide in place of the building partially destroyed by fire some time since, situated in said city of San Juan and which contained a partial equipment of machinery and appliances, for the use of a school of the character herein designated, and to repair and fix up such a building and to have the use of same, together with the partial equipment heretofore mentioned. For the construction and equipment of such other manual training schools as may be established under the terms of this act, the said commissioner of education is authorized to receive and accept donations of assistance in the way of lands, machinery, equipments, or buildings which may be offered for the purpose by the community where said school is to be located or from any person who shall offer such donation.

SEC. 85. The courses of instruction in the schools contemplated by this act shall be such as may be prescribed by the commissioner of education, and the said schools when so established shall become and be maintained as a part of the general educational system of Porto Rico under the supervision and direction of the commissioner of education. Said commissioner of education is authorized to fully equip said school with all the necessary machinery, apparatus, and accessories requisite to the teaching and instructing of the pupils therein in such of the mechanical or industrial branches as may be designated to be taught in said schools, and to hire all necessary assistants and teachers, providing for the organization of such schools as a portion and branch of the department of education, under the control of the commissioner of education of Porto Rico, and after the construction and equipment of such schools the same shall be maintained out of appropriations for the support and maintenance of said department.

SEC. 86. The commissioner of education shall provide such rules and regulations as may be proper for the admission of boys and girls of Porto Rico as pupils in such schools as may be established under the terms of this act, the courses of study and training to be pursued therein, the discipline thereof, and he shall be authorized to make such other regulations as may be necessary in order that the most impartial distribution of the benefits to be derived from the practical education to be given at said schools shall be afforded to the most worthy applicants for the privilege of becoming pupils in said schools.

#### ARBOR DAY.

SEC. 87. The first Friday of the month of December in each year shall be known throughout the island as arbor day, and it shall be a holiday in all the public schools

in charge of the commissioner of education. It shall be the duty of the said commissioner to cause the scholars in every public school in the island to be assembled in the school building, or elsewhere as he may deem proper, and to provide for and conduct under the general supervision of the local school board, or other chief officers having the general oversight of the public schools in each municipality or district, such exercises as shall tend to encourage the planting, protection, and preservation of trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results.

SEC. 88. The commissioner of education shall have power to prescribe from time to time a course of exercise and instruction in the subjects hereinbefore mentioned, which shall be adopted and observed by the public school authorities on arbor day, and upon receipt of copies of such course, sufficient in number to supply all the schools under their supervision, the school supervisors [superintendents] shall promptly provide each of the schools under their charge with a copy and shall cause it to be observed.

#### PUBLICATION OF THE SCHOOL LAW.

SEC. 89. Immediately upon the approval of this act the commissioner of education shall compile and publish in pamphlet form in the English and Spanish languages, the laws and regulations in force relating to public education in Porto Rico. Said pamphlet shall contain any additional rules and regulations necessary to carry out the provisions of this act which the commissioner of education may deem necessary for the guidance and information of the school authorities and teachers of Porto Rico.

#### REPEALING CLAUSE.

SEC. 90. All laws, decrees, military orders, or parts of the same in conflict with this act be, and the same are hereby, repealed. This act shall be known as the codified school law and shall constitute section 7 of the political code.

SEC. 91. This act shall take effect sixty days after its approval, except section 22 [should read section 21] thereof, which shall take effect July first, nineteen hundred and three.

Approved, March 12th, 1903.

#### RULES AND REGULATIONS, DEPARTMENT OF EDUCATION.

[Approved by the Commissioner of Education under authority of law in pursuance of sections 53, 66, and 89 of the Compiled School Law, the Organic Act, and other legislative sanction.]

1. *Renewals of teachers' licenses.*—All licenses to teach are issued only for the current school year. At the expiration of the school year for which they are issued, holders not teaching in the public schools should send their licenses to the department for renewal. If the holder has taught in the public schools during the year, his license will be promptly renewed, provided the records in the department of his teaching work are satisfactory. Applications for renewals from others than public school teachers in actual service should be made in writing and state definitely what teaching or other educational work the applicant has done during the year, or what studies he has pursued and under whose direction. If he has taught in private schools or has been engaged in other kinds of educational work, or has continued his own reading and study along the lines or subjects in which he originally passed his examination for a teacher's license, the department will investigate his year's record and renew or refuse to renew his license solely upon the evidence or lack of evidence of his success as a teacher or his endeavor to maintain and improve his intellectual attainments as indicated in the examination he passed at the time his license was granted.

A license to teach is merely a permit granted for a limited time. It is not a diploma setting forth the results of a course of study or of work done. A diploma is a permanent record of something completed. A license to teach indicates an estimate or a judgment of the temporary or present value placed on a diploma, examination, or other evidence of past achievements and is therefore subject to change. The burden of proof, therefore, always rests upon the applicant for renewal of a license, to show that he has kept his own equipment at least up to the standard demanded of new candidates for teachers' licenses.

2. *Payment of teachers' salaries and allowances for sick leave.*—Beginning with the school year 1903-4 and thereafter until further notice, payment of teachers' salaries will be made as follows:

All payments are based on the days of actual teaching, twenty days constituting a school month and entitling a teacher to a month's pay at the rate specified in his contract approved by the department of education. Any legal holiday falling on a school day, or other school day on which the schools are closed by order of the commissioner of education, will be counted as a day of teaching in computing salaries, also any school day on which a teacher may be assigned to special duty or be excused from teaching on written order or permission from the commissioner of education, also any school day on which a teacher is absent from his school by reason of sickness or by reason of the death or burial of a member of his immediate family or of a parent or grandparent, or of a relative who is a resident member of his household, provided absences on account of sickness or death are reported with the greatest promptness possible to the school superintendent of the district or to the department, and provided further that no allowance of pay for absence on account of sickness or death shall be made for more than two consecutive days nor for more than three days in any one school month. Teachers may be excused from teaching for longer periods without prejudice to their positions upon application to the school superintendent of their district or to the department, in which case, if possible, substitute teachers will be supplied and the regular teacher will be permitted to return to his position when able to do so, but all such absences must be without pay.

3. *Vacation leave for superintendents of schools.*—School superintendents are subject to the same rules respecting leaves of absence that apply to employees in the office force of the department of education. In the discretion of the commissioner of education, they may be granted leave of absence with full pay, whenever the needs of the public service will permit, for a period not exceeding a total of thirty days in any one calendar year, with an additional allowance of six days for travel each way in case their leave of absence includes permission to go to the States. They may cumulate this leave and be given sixty days with travel allowance, provided that period covers all leave of absence granted in a period of two years, in accordance with the provisions of law regulating leaves of absence for Government employees. No superintendent shall leave his district without authorization from the department and when such authorization is given for other than public business the time of such absence may be considered part of vacation leave.

4. *Corporal punishment.*—The use of corporal punishment in the schools of Porto Rico is not approved by the department of education except as a last resort and to maintain the dignity and proper discipline of the school. It is not prohibited by the laws of Porto Rico, which merely state that cruel or inhumane treatment of children, whether in school or out of school, is prohibited. Section 53 of the Compiled School Law and sections 162 to 170, inclusive, of the Revised Statutes and Codes of Porto Rico, 1902, being the text of "An act to prohibit the exploitation of minor children, and for other purposes," should be consulted. Children should be given to understand that they may be punished by their teachers in accordance with these rules in case they disobey the rules laid down by their teachers for the government of their schools, or in case they are incorrigible or do not respond to other measures which may be used for their correction and discipline. For the guidance of teachers the following general instructions are given:

1. Corporal punishment shall be inflicted only in cases of immoral conduct or insubordination.

2. In schools where there are principals or acting principals, corporal punishment should be inflicted only by that officer and in the presence of two other teachers, preferably after school hours, and not in the presence of other pupils.

3. In rural schools punishment may be administered by the teacher, but must be in the presence of two patrons of the school, called in as witnesses. In this case also punishment should be administered after school hours, and not in the presence of other pupils.

4. Teachers shall not strike pupils on the head or any other part of the body where they may receive severe or permanent injury.

5. Corporal punishment shall be administered by the use of a light ruler or of a light switch or strap without a buckle or other piece of metal.

5. *Duties of principals and teachers.*—The responsibility for the maintenance of good schools rests upon the principals and teachers of Porto Rico. They are supposed to know the school law and to familiarize themselves as far as possible with all reports of the department of education so that they may understand its aims and its plans, so far as the general educational policy that it is pursuing is concerned. They are expected to work sympathetically and harmoniously with the department and to give it their full confidence and to look to it as their best friend and helper in all that makes for success in their work. A teacher who does not have confidence in the department, in its intentions and purposes, should sever his connection with the

teaching force. He should always appeal first to the department and not write articles to the newspapers or engage in discussion or gossip with his neighbors about things which concern primarily his relations with the department of education. He is expected to take the initiative in doing everything he can for the good of the schools. So long as his acts are not inconsistent with the school laws or general policy of the department, every teacher and principal will be sustained by the department. A few of the more general duties pertaining to teachers and principals may be enumerated as follows:

(a) DUTIES OF PRINCIPAL TEACHERS.

1. Principals of public schools shall keep a register in which shall be noted the name, age, sex, color, date of entry, date of promotion from one grade to another, and the attendance of each pupil; also the name, residence, and occupation of the parents or guardians of the pupils. This register shall always be at the disposition of the commissioner of education or his representatives and of the members of the school boards.

2. Principals shall keep a register of the daily attendance of the teachers who are under their direction, requiring them to sign their names in this book at the opening of school and to note the exact hour of their arrival.

3. Principals are responsible to the commissioner of education or his representatives for the organization, discipline, and distribution of work in their schools, and they are responsible to the school board for the care of the buildings and public property.

4. Principals shall assist the school superintendents in the distribution of their books and materials provided by the department.

5. Principals shall see that the school buildings are kept clean and in good order.

6. Principals shall matriculate and classify pupils of the schools placed under their care, subject to the general direction and guidance of the school superintendents.

7. Principals shall bring together as frequently as possible the teachers under their direction and explain to them the methods of teaching and the course of study, and also consider with them the best means of improving the schools.

8. Principals shall keep in a book provided for this purpose all instructions they may receive from the school superintendents, and shall pass this book around among the other teachers, in order that they may familiarize themselves with the instructions of the superintendent.

9. Principals shall see that the schools under their charge are open at the hour fixed for the opening of schools and that the teachers devote themselves exclusively to the instruction of their pupils during school hours, maintaining good discipline, and that they conduct themselves with propriety and follow faithfully the course of study laid down by the commissioner of education.

10. Principals shall not permit any person to visit their schools with the object of selling merchandise or advertising books, publications, concerts, exhibitions, or any other business enterprise without the written permission of the commissioner of education.

11. Principals are required to have the correct time and to see that the clocks in their school rooms are regulated to keep the correct time.

12. Principals shall see that at the end of the school month all of the monthly reports for the schools under their direction are filled out in the form required and placed at the disposition of the school superintendent.

13. Principals are responsible for the faithful execution and performance of all the rules and regulations laid down for their respective schools.

14. Principals are responsible for the maintenance of discipline in all the schools under their direction.

15. Principals shall report upon the work, conduct, etc., of all the teachers under their direction so far as it is possible to observe the same in addition to attending to their duties in their own classes. Such reports shall be given the school superintendents or school boards when asked for.

16. Principals shall send a report on the condition of the school property to the school boards when requested to do so.

17. Principals should hold themselves in readiness for such additional work as may be required by the commissioner of education or his representatives.

(b) DUTIES OF TEACHERS.

1. Teachers shall always respect the authority of principals and shall not interfere with or usurp their rights or duties.

2. Teachers shall be in their respective schools at least twenty minutes before the opening of the classes, admitting to their class-rooms the pupils who desire to enter.

3. Teachers shall keep a record book, provided by the department, in accordance with the instructions given in said book.
4. Teachers shall be responsible for the proper care and protection of text-books and the economic use of school materials supplied by the department.
5. Teachers are prohibited from closing their schools during school hours unless obliged to do so for some absolutely necessary cause, in which case they shall immediately notify their principal or school superintendent of the district, but in no case shall a teacher appoint a substitute.
6. Teachers should study the characteristics of the pupils of their respective classes, and by means of kindness and persuasive disciplinary measures they should endeavor to win their affection and cooperation. Teachers should always be examples of dignity, courtesy, and kindly spirit.
7. Teachers are charged with the duty of overseeing the conduct of their pupils, not only in the class room, but also during the recesses, and they are jointly responsible with the parents or guardians for their conduct from the time they leave home for school until they return to their homes.
8. Teachers shall be responsible to the school boards for the proper care of public property and for the fulfillment of their duties as prescribed by law.
9. At the end of the school month teachers shall fill out in proper form the monthly reports and give same to their school superintendent.
10. Teachers shall follow at all times the directions or orders of the commissioner of education or his representatives.
11. Teachers should study the school laws, and specially those which refer to teachers in the public schools.

## THE LAW ESTABLISHING THE UNIVERSITY OF PORTO RICO.

AN ACT to establish the University of Porto Rico, to amend section 973 [923] of the Civil Code of Porto Rico, and for other purposes.

*Be it enacted by the legislative assembly of Porto Rico:*

SECTION 1. That an institution of higher learning is hereby established, to be known as the University of Porto Rico.

SEC. 2. That the university thus established shall provide the inhabitants of Porto Rico as soon as possible with the means of acquiring a thorough knowledge of the various branches of literature, science, and useful arts, including agriculture and mechanical trades, and with professional and technical courses in medicine, law, engineering, pharmacy, and in the science and art of teaching.

SEC. 3. The government of the university shall be vested in a board of trustees composed of the governor of Porto Rico as a member and its honorary president, the commissioner of education as a member and its president, the attorney-general, the secretary and the treasurer of Porto Rico as ex officio members, and six other members, one of whom shall be the speaker of the house of delegates, to be appointed by the governor of Porto Rico for a term of three years. Provided that the first six trustees thus appointed by the governor of Porto Rico shall be for terms of one year, two years, and three years, respectively, and that after the first year two trustees shall be appointed in each and every year by the governor of Porto Rico for a term of three years. The governor of Porto Rico shall have power to fill all vacancies in the board of trustees for the unexpired term.

SEC. 4. The board of trustees shall constitute a body corporate under the name of "The trustees of the University of Porto Rico," with the right as such of suing and being sued, of making contracts, of making and using a common seal and altering the same, of holding and transferring property, both real and personal for the university. Six members present in person shall constitute a quorum for the transaction of any business, but a less number may adjourn from time to time and fix the time for meeting after such adjournment. The meetings of the board may be called at such times as it shall prescribe, but all meetings shall be at the university. No person connected with the university as professor, tutor, teacher, or other employee receiving a salary in said university may at the same time be a trustee of the university, and no trustee shall be entitled to or paid any compensation for his services as trustee, provided that trustees may be allowed, by special action of the board in each and every case voted upon separately, necessary traveling expenses while engaged upon university business.

SEC. 5. The board of trustees shall elect from their own number a vice-president, who shall perform all the duties of the president of the board in his absence, and when both are absent the board may elect from their own number a president pro-

tem., who for the time being may act as president and do and perform all acts required of the president. It shall be the duty of the president to sign all contracts, orders, and every paper obligating the university for a valuable consideration, and such contract, order, or paper shall be attested by the secretary with the seal of the trustees thereto attached.

Sec. 6. The trustees shall elect a secretary and treasurer, who shall be one and the same person, whose duty it shall be to receive and receipt for all moneys of the university; keep all accounts which may be directed to be kept by the board; keep inventories of all property of the university as minutely as may be directed by the board; keep all records of their transactions as they may require and otherwise do such clerical and executive work as may from time to time be directed by the board, and who shall at all times be under the immediate direction and authority of the president of the board except as otherwise explicitly directed by the laws of Porto Rico or the requirements of the board.

Sec. 7. The president of the board of trustees shall be the chancellor of the university, and as such shall perform the duties usually appertaining to such office. The board shall have power to enact ordinances, by-laws, and regulations for the government of the university, to fix, increase, and reduce the number of professors, teachers, and other employees of the university, appoint or remove the same, determine the amount of their salaries, and to prescribe their duties, provided that no course of study, no subject of instruction, and no course of lectures or recitations may be inaugurated or put in force without the written approval of the commissioner of education for Porto Rico having been first obtained by the board.

Sec. 8. The university shall consist of the following departments, to be organized in the order of their importance as soon as the necessary funds may be available, and it shall be the duty of the board of trustees to appeal to the philanthropy of public-spirited citizens of Porto Rico and of the several States of the United States for gifts and bequests of money, books, buildings, and equipment for this purpose, in addition to such financial assistance as the government of Porto Rico may have given or may give the university for its endowment:

(1) A normal department, to be known as the insular normal school, for the training of teachers in the subjects taught in the public schools of Porto Rico and to be supported by annual appropriations by the legislative assembly.

(2) An agricultural and mechanical department, for the training of teachers and for the promotion of agriculture and the mechanic arts, to be maintained in conformity with the requirements of an act of Congress approved August 30, 1890, being an act entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agriculture and the mechanic arts, established under the provisions of an act of Congress approved July 2, 1862," and the legislative assent required by section two of the act of Congress approved August 30, 1890, is hereby given and the conditions imposed by that act, as well as those imposed by the act of Congress approved July 2, 1862, are hereby accepted and imposed by this act upon the University of Porto Rico, and all moneys accruing thereunder are accepted under the conditions and terms in said acts named.

(3) A department of the natural sciences and engineering.

(4) A department of liberal arts.

(5) A department of medicine.

(6) A department of law.

(7) A department of pharmacy.

(8) A department of architecture.

(9) A university hospital.

(10) And such other departments germane to a well-equipped university as the board of trustees may from time to time be able to establish.

The treasurer of Porto Rico is hereby designated as the officer to receive the grants of moneys to be paid to the State or Territorial treasurer, or to such official as shall be designated by law of such State or Territory to receive same, as provided in an act of Congress of the United States approved August 30, 1890, and entitled "An act to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agricultural and mechanical arts, established under provision of an act of Congress approved July 2, 1862," and the assent of the legislative assembly of Porto Rico is hereby given to the purpose of said grants and to all the terms and conditions thereof as specified in said act of Congress. The treasurer of Porto Rico shall keep an account of the moneys hereafter received by him in pursuance of such act of Congress in a separate fund, to be known as the university agricultural fund, to the credit of the University of Porto Rico, and shall pay such moneys, immediately upon receipt thereof by him, to the treasurer of the University of Porto Rico, upon the warrant of the auditor of Porto Rico, counter-



signed by the governor of Porto Rico, and issued upon the order of the trustees of the University of Porto Rico, in pursuance of said act of Congress.

SEC. 9. The immediate government of the several departments shall be intrusted to the chancellor and the respective faculties. The chancellor shall be the presiding officer of the various faculties and the executive head of the university in all its departments, and as such shall have authority, subject to the power of the board of trustees, to give general directions respecting the instruction and scientific investigations of the several departments. The board of trustees shall, with the chancellor, and with the recommendation of the several faculties, confer such degrees as in their judgment they shall deem best, and issue certificates or diplomas of proficiency in special subjects or courses of study, but no strictly honorary degree without corresponding literary or scientific attainments shall be granted by the university.

SEC. 10. The university shall be open to students of both sexes under such restrictions and regulations as the board of trustees may deem proper, and all able-bodied male students of the university may receive instruction and discipline in military tactics. Provided, that instruction in the normal department for the training of teachers for the public schools shall at all times be free to the citizens and residents of Porto Rico of both sexes within the age limits and subject to the conditions of admission which the board of trustees may impose.

SEC. 11. The board of trustees shall make an exhibit of the affairs of the university in each year to the commissioner of education, setting forth the condition of the university in all its departments, the amount of receipts and disbursements, the number of professors, teachers, and other officers and the compensation of each, number of students in the several departments and in the different classes, the books of instruction used and an estimate of the expenses for the ensuing year, together with such information and suggestions as they may deem important or the commissioner of education may require to embody in his report. Such report of the board of trustees shall be delivered to the commissioner of education on or before August 15, in each and every year, and shall contain statistical and other data as of the close of the fiscal and academic year ending June 30 previous. It shall be the duty of the commissioner of education to lay such report of the board of trustees of the University of Porto Rico before the legislature in each and every year.

SEC. 12. The secretary of Porto Rico shall deliver to the university ten copies of each volume of the general and special laws of Porto Rico and of the reports of the decisions of the courts and of any other public documents distributed through his office or which may hereafter be published for use in the way of exchange or otherwise, in the establishment and maintenance of the university library, and said library shall be entitled to receive copies of the official reports when printed of the several officials of the insular and municipal government of Porto Rico.

SEC. 13. To provide funds for the current expenses of the university and for the repairs of buildings, purchase of books, and for the purpose of any scientific work which may be conducted under the auspices of the university for the benefit of science or the state, there shall be established by the treasurer of Porto Rico a fund to be known as the university fund, into which he shall pay, pursuant to law, all the following-named receipts, which are hereby appropriated for said purpose:

1. Escheated inheritances. Section 923 of the civil code of Porto Rico is hereby amended to read: "In default of persons who have the right to inherit in accordance with the preceding articles, the people of Porto Rico shall take the inheritance and shall devote the property to the benefit of the university fund."

2. Fifty per cent of all fines imposed by the insular courts of Porto Rico.

3. Royalties from all franchises or public rights which may be granted by the executive council and the proceeds of which the executive council may designate to be paid into the university fund.

4. The unexpended balances at the close of any fiscal year of moneys appropriated by the legislature to the department of education. The treasurer of Porto Rico shall submit to the trustees of the University of Porto Rico, semiannually or oftener if requested by said board, a statement showing the balances available to the credit of said board on account of the aforesaid university fund, and shall pay quarterly to the treasurer of the University of Porto Rico, upon the warrant of the auditor of Porto Rico, countersigned by the governor of Porto Rico, and issued upon the order of the trustees of the University of Porto Rico, all unexpended moneys that may accrue in said university fund.

SEC. 14. Twenty-five per cent of the proceeds from the sales of all public lands in Porto Rico are hereby appropriated, and shall be set aside by the treasurer of Porto Rico to the credit of a special fund, to be known as the "permanent university fund," and so much more than twenty-five per cent of the proceeds from the sale of such public lands as the legislative assembly may direct to be set aside for the special

benefit of the University of Porto Rico. The treasurer of Porto Rico shall pay to the treasurer of the University of Porto Rico, upon the warrant of the auditor of Porto Rico, countersigned by the governor and issued upon the order of the trustees of the University of Porto Rico annually, upon a date to be fixed [by] said treasurer of Porto Rico, all moneys accruing to the credit of said University of Porto Rico on account of the permanent university fund; and all such moneys thus paid by the treasurer of Porto Rico on account of the permanent university fund shall be invested by the trustees of the University of Porto Rico in interest-bearing securities, and only seventy-five per cent of the income from such investments may be used by said trustees in the payment of current expenses or for the construction of buildings or to purchase permanent equipment. The remaining twenty-five per cent of the income from such investments shall be added to the principal of the same and be reinvested in a like manner and subject to the same conditions as the original investment of all moneys received from [for] the permanent university fund. No investment of moneys received from [for] the permanent university fund shall be made by the board of trustees in securities without first obtaining the written approval of the treasurer of Porto Rico, certifying that in his judgment the securities selected for such investment are satisfactory.

SEC. 15. For the further endowment of the University of Porto Rico the governor of Porto Rico is hereby authorized to execute a quitclaim deed to the trustees of the University of Porto Rico for the tract of land, comprising about fifty acres, together with the buildings thereon erected, situate in the town of Rio Piedras and known as the insular normal school property, upon which shall be located the normal department of such university and the agricultural and mechanical department, together with such other departments as the board of trustees may decide to locate on this land, provided that nothing in this section shall be construed to prohibit the trustees of the University of Porto Rico from establishing other departments of the university or departments supplementary to the two departments herein mentioned at other places in the island of Porto Rico, and provided further that nothing in this act shall be construed to prohibit the trustees of the University of Porto Rico from disposing of any part of this land which may not be needed for the benefit of the university.

SEC. 16. Immediately upon the transfer of said insular normal school property to the University of Porto Rico the commissioner of education is hereby authorized to transfer to said trustees of the University of Porto Rico all the equipment, including books, desks, and apparatus, and other school materials now or then appertaining to the insular normal school and its various departments, and the treasurer of Porto Rico is hereby authorized and directed to pay to the treasurer of the University of Porto Rico upon warrant of the auditor of Porto Rico, countersigned by the governor, and issued upon order of the trustees of the University of Porto Rico, all moneys appropriated for the insular normal school in the budget of the department of education and unexpended at the time of said transfer of property and equipment of the insular normal school; provided that the treasurer have the written approval for such transfer from the commissioner of education and a certified copy of a resolution of the board of trustees of the University of Porto Rico, setting forth that the university agrees to continue in operation said normal school as a department of the university without interruption to its course of study or of the privileges now extended to the regularly matriculated students of said school; and provided further that said board of trustees assume all obligations and outstanding contracts appertaining to the administration of said normal school which may have lawfully been made by the commissioner of education previous to the date of said transfer.

SEC. 17. All laws or parts thereof, decrees, or military orders in conflict with this act are hereby repealed.

SEC. 18. This act shall take effect from and after its approval.

Approved March 12th, 1903.

## THE LAW CREATING SCHOLARSHIPS IN THE INSULAR NORMAL SCHOOL FOR PORTO RICAN TEACHERS.

AN ACT providing for educating certain Porto Rican young men and young women in the normal school at Rio Piedras.

*Be it enacted by the legislative assembly of Porto Rico:*

SECTION 1. That for the purpose of studying in the insular normal school at Rio Piedras during the school year beginning October 1st, 1903, and thereafter, subject to the rules hereinafter established, there shall be selected, and awarded public scholar-

ships in the insular normal school, twenty-eight Porto Ricans, whose ages shall be from fifteen to twenty years, both inclusive, who shall be of good health, honest, intelligent, and most in need of such assistance. Two young men and two young women may be chosen from each of the seven electoral districts, provided that not more than two persons may be chosen from one municipality and not more than four persons, two of each sex, from any one of the seven electoral districts.

SEC. 2. That the said twenty-eight students so selected shall enter the first year of the said normal school and the examination upon the basis of which they are selected shall correspond to that now required for graduation from the eighth grade of the public schools or for admission to the normal school. The students so selected shall continue their studies in the insular normal school until they are prepared to obtain a certificate or license as a graded teacher.

SEC. 3. That as soon as all or part of said students awarded scholarships shall have taken the necessary examination and shall have received certificates or licenses to teach as graded teachers, the commissioner of education shall select from among those who have thus obtained certificates as graded teachers, giving the preference to those best qualified, not more than seven students, who shall continue their studies in the said normal school for one additional year in order that they may obtain certificates or licenses as principal teachers.

SEC. 4. That in each of the school districts of the island there shall be constituted a board of examiners which shall meet on June 5th, 1903, and on the first Friday of June in each subsequent year at nine a. m. at the headquarters of the district school supervisor [superintendent] in order to conduct written examinations open to candidates for said public scholarships in the insular normal school. The questions shall be prepared by the commissioner of education and the examinations shall be subject to such rules as the commissioner of education may prescribe, provided that said board of examiners shall be composed of the district school superintendent as chairman, the president of the school board, and a principal teacher of the town, to be appointed by the commissioner of education, as secretary.

SEC. 5. That the board of examiners of each school district shall send by registered mail the papers containing the work of the candidates to a reviewing board which shall be constituted in San Juan and composed of five members as follows: The commissioner of education; one principal teacher from the graded schools of San Juan, to be appointed by the commissioner of education; the field supervisor [superintendent] of public instruction; the principal of the insular normal school, and the speaker of the house of delegates, who shall be the president of the board, and it shall be the duty of such board to make known the names of the successful candidates before the tenth of August of each year.

SEC. 6. That before the successful candidates begin their studies in the insular normal school, they shall be required to promise, in writing, that when their studies are concluded they will devote themselves to teaching in the public schools of Porto Rico as soon as they may be able to secure positions in the same, for a period of at least three years.

SEC. 7. That the reviewing board constituted by section 5 of this act is hereby charged with the duty of receiving the applications of all candidates, but shall not consider applications from any persons who do not fulfill all the conditions imposed by this act. Said reviewing board shall definitely decide by a majority vote all questions arising relating to the conduct of all persons awarded public scholarships in the insular normal school under the provisions of this act, and said board shall constitute a permanent committee charged with the supervision of the deportment and general character of work done by the said students. It may deprive any of them, for indolence or misconduct, of the pecuniary advantages granted by this act and all vacancies shall be filled by the board in accordance with the provisions of this act.

SEC. 8. To carry into effect the provisions of this act, the sum of five thousand four hundred sixty dollars (\$5,460) or so much thereof as may be necessary is hereby appropriated out of any money in the treasury not otherwise appropriated for the services of the fiscal year ending June 30th, 1904, to be expended upon the direction and approval of the commissioner of education. On account of the maintenance of the holder of each public scholarship created by the provisions of this act there shall be paid as the board of revision may direct, during each of the nine months of the school year, the sum of twenty dollars (\$20) and the holders of each of the said public scholarships shall be further entitled to actual traveling expenses incurred in coming from his home in Porto Rico to the insular normal school in Rio Piedras at the beginning of the school year and in returning to his home in Porto Rico at the end of the school year, provided that the total amount allowed for such traveling expenses shall not exceed in any case the sum of ten dollars for the trip coming to or returning from the insular normal school. All text-books and technical supplies which said students

shall need in the prosecution of their studies in the insular normal school shall be furnished to them gratuitously by the department of education.

SEC. 9. That the commissioner of education is hereby authorized to make the necessary rules and regulations, not in conflict with the spirit or letter of this act, for its proper execution.

SEC. 10. This act shall taken effect upon its approval.

Approved, March 12th, 1903.

## EXHIBIT VII.

### REVISED COURSES OF STUDY.

#### COURSE OF STUDY FOR GRADED, HIGH, AND INDUSTRIAL SCHOOLS AND RULES FOR TEACHERS.

##### OUTLINE OF EIGHT YEARS' WORK IN EIGHT GRADES.

##### SUBJECTS.

- I. Language—(*a*) Reading, (*b*) writing, (*c*) composition and spelling, (*d*) memory work. All language work to be given in both Spanish and English.
- II. Number work.
- III. Nature study and elementary science.
- IV. History and biography.
- V. Art.

##### FIRST GRADE.

I. (*a*) Words and sentences from blackboard. Sentences from chart and reader with definite drill in phonetic elements and words. Reading from chart and primer, with frequent changes in text, using at least three different sets of readers. Insisting upon a clear understanding of the thought, which means a comprehension of the meaning of the word and its relations before the sentence is read. Attention to bodily conditions in reading—pose, voice, etc.—and to pronunciation, articulation, and inflection.

(*b*) Copying words from blackboard and from slips provided. Here forms, single letters, and letters combined in words insisted upon, following the vertical or medial slant system, using no ink, writing with pencil on paper rather than on slate.

(*c*) Oral telling of stories by the teacher, to be repeated by the child. Reading of stories to the children, to be repeated by the child orally. Copying words and sentences. Writing of simple words from dictation. Teaching pupils to write their name, and to use the simple punctuation marks and capital letters, noting especially the correct orthography of each word, but not teaching spelling as a separate class exercise. Allow the child great freedom in the expression of its own thought.

(*d*) Memorizing and reciting short, simple literary quotations, at least two lines a day, teaching the entire piece as a rule. Select the best things from the reading books furnished.

II. Combinations of numbers to 10, using concrete objects, teaching orally. Begin simple fractional elements, as one-half, one-fourth, one-third, etc., putting these simple numeral elements before the child's eye in figures, gradually, and complete the number concept in each case with appropriate oral stories, allowing the child himself to form the stories, if possible, and perform the operation in the concrete as the story progresses. Gradually lessen the use of objects, teaching the child early to think of the number independent of the things. Teach simple relative values of pint, quart, inch, yard, penny, dime, etc. Compare various objects as to size, developing concept of surface and content. Give abundant drill and ample illustration.

III. Recognition of common plants, trees, their uses, their relation to man. Recognition of common animals, their uses and relation to man. Recognition of common rocks, their uses and relation to man. Hints as to their distribution. Simple discussion of the parts of the human body, movement, use, care of each. Simple elements of hygiene, as care of teeth, hair, eyes, face. Hygienic conditions in general. Suitable stories and selections illustrative of travel. The habits and haunts of birds,

animals, fishes, etc. Descriptions of scenery and such other matters as will lay the foundation for an appreciation of nature. Familiarity with the four cardinal points of the compass, and ideas of location.

IV. Selected stories suited to the capacity of the child and to the season, making it subordinate to Groups III, including fairy stories and such general bits of historic incident as relate to historic characters.

V. Free-hand drawing work from memory and imagination. Paper folding, rote songs, breathing and exercises; study of pictures, using results in language; drill in blackboard drawing, and drawing from nature study, using colored crayons, with such additional elements as the teacher of drawing may order.

#### SECOND GRADE.

I. (a) Readings from several first readers. Phonetic drill continued. Introduction of second reader as early as possible in the year. Abundant reading at sight.

(b) Copy and writing from dictation. Practice upon forms of single letters. Copying from dictation with pen and ink.

(c) Reproduction exercises. Drill on common abbreviations, punctuation, and capitalization. Spelling of words having the same sound and different orthography, or different sound and the same orthography.

(d) Memory work reviewed and continued. Selections from the readers in use.

II. Numbers from 1 to 50, developing multiplication tables and simple elements of partition and division. Application of weights and measures. Simple fractional parts. Considerable oral work, and daily exercises in mental arithmetic.

III. Observations of habits of animals. Development of plant from seed to fruit. Growing plants, if possible, in the room. Observe each stage of their development. Useful animal productions, especially parts used for food and clothing. Use of seeds to man. Forms of water. Direction and distance of winds. Judgment of distance. Knowledge of local food and animal products. Continuation of hygienic lessons on the skin, use of the bones, effect of narcotics and stimulants. Lessons on eating, drinking, breathing, sleeping, healthful foods, and drinks. Use of the muscles. Kinds and time for exercise. Value of sleep.

IV. Continuation and completing reading of stories and fables, keeping in mind the related work in group III.

V. Continuation of free-hand drawing with objects, such as trees and animals. Study of pictures for story. Paper folding and paper cutting. Simple elements of definite drawing of lines, straight and curved.

#### THIRD GRADE.

I. (a) Different portions of several second readers. Supplementary reader. Introduction of third reader.

(b) Copying and writing from dictation with ink.

(c) Frequent composition exercises, with increased attention to form and correctness. Attention to choice of words, forms of words, also to clearness and originality. Discussion of right form of sentence for the expression of thought.

(d) Memory work continued. Entire selections memorized.

II. Addition and subtraction with and without objects. Multiplication and division clearly developed. Application of familiar weights and measures. Fractional parts especially emphasized. Original problems submitted and worked. Comparison of objects with respect to mathematical proportions. Measurement of familiar distances and surfaces. Proper application of the same.

III. Discussion of the qualities of objects. Adaptation of animals and plants to their environment. Discussion of changing length of day and night, and varying temperature. Life history of familiar plants. Detailed study of some drainage system, developing concepts of valley, hill, slope, watershed, plain, etc. Discussion of erosive action of water, soil formation, water, record map of town, study of neighborhood, fixing points on the compass. Flesh-making and heat-giving foods. Wholesome and unwholesome drink and foods. Simple lessons on digestion and circulation of blood. Care of parts of the body, developing especially the moral value of cleanliness, neatness, etc. Introduce elementary notions of geography of Porto Rico without use of text-book.

IV. Classical myths and stories, Bible stories, building in the mind, steadily, ideals of what life ought to be. Simple elements of civic life. Reason for law, for legal restraints. Duties to one's country, significance of the flag.

V. Rote songs continued, and, if possible, simple musical elements. Illustrative drawing. Harmonious arrangement of colors in paper folding and paper cutting. Beginnings of simple design.

## FOURTH GRADE.

I. (a) Complete third reader. Extend reading of supplementary matter. Reading of entire books assigned by the teacher.

(b) Specific instructions to pupils who have not learned to form letters well.

(c) Abundant composition and dictation exercises, noting now especially the development of a style which shall be simple, clear, and in harmony with the character of the thought of the child. Reporting in writing the substance of the books read. Engaging in conversation for the purpose of developing a fluent oral style.

(d) Memory work continued.

II. Knowledge of larger quantities, say to 1,000, or perhaps more. Thorough mastery of the fundamental processes. Drill on fractions to twelfths. Teach elements of decimal system, especially as illustrated in the use of United States money. Simple business transactions. Common weights and measures. Areas of simple geometric magnitudes.

III. Study of the development of animal life and of typical plants. Develop the significance of pebbles, sand, and rocks. Effect of heat on water and air. Effect of heat, water, and air on rocks, animals, and plants. Movements of the sun and moon. Some attention to star groups and their recognition. Lessons on natural divisions of land and water. Map interpretation—use globe. Analyses of Porto Rico, then of North America. Special lessons on climate. Point out salient geographical features of the United States. The anatomy of the human body, dwelling especially on the bones and muscles, joints, ligaments, and cartilage. Effects of narcotics and stimulants.

IV. Stories from pioneer life, especially in Porto Rico and the United States. Stories of famous persons, like Marco Polo, Columbus, Washington, John Smith, Raleigh, Ponce de Leon, Lincoln, Franklin, Lafayette, Fulton, Morse, Grant, etc.

V. Sketching from nature or objects. Analyses of leaves and flowers for color. Study of famous paintings for knowledge of color, outline, form, etc. Analyses of mass pictures. Study of tints and shades of one color. Development of floral and other designs. Drawing with the ruler, followed by copying if necessary to fix concept. Subdivision of designs. Rote singing continued, with some attention to the building of musical system and use of notes, rests, accents, etc., remembering always that the language work and the number work, together with the manual dexterity that grows from simple art elements, form the basis and core of any system of instruction, and that the emphasis of early work must always rest upon these fundamental elements, and that all nature study, all history and geography, and all other supplementary matter has value only as it contributes to the intensifying of these fundamental parts of the curriculum; and of these fundamentals first and most important of all is the language work.

## FIFTH GRADE.

I. (a) Reading from the fourth reader, with special attention to the character of the literature and an interpretation of the thought, making the study both informational and cultural in its character.

(b) Gradually lessen the instruction in writing, but insist that composition and other work done by the pupils shall be their best efforts.

(c) Composition exercises covering the scope of the reading, paying attention to the figures of speech, different forms of sentences, correct punctuation and capitalization, and the right use of words.

(d) Memory work continued.

II. Drill in fractions, including all the fundamental processes and problems in common weights and measures, and simple business forms. Instruction on plane figures. Rules for surface of cube, prism, and square pyramid. Decimal system.

III. Plant analyses continued, emphasizing roots and stems. Study of the form, leaves, and bark of trees. Influence of the sun in producing the seasons and day and night. Relation of insects to man as useful or injurious. Countries of North America, dwelling especially on mountain ranges and watersheds. Special lessons on soil. Study of the West Indies, Central and South America. Special lessons on climate and productions. The structure, kinds, and uses of the muscles. Study of the skin, hair, and nails. Effects of bathing and clothing, stimulants and narcotics. Supplementary reading bearing on natural history, geography, and physiology.

IV. Reading relating to explorations and discoveries in North America and South America. Study of American colonial life and Porto Rican life, touching upon the Indians and the white man's struggle for occupation.

V. Free-hand drawing, simple plant, fruit, and geometric objects. Study of color. Study of famous paintings.

## SIXTH GRADE.

I. Continuation of the work in language of the year before, following substantially the same general plan and finishing the reading of the fourth reader.

II. Metric system, percentage in its simplest applications. Simple problems in denominate numbers, computations of solid contents of simple magnitudes. Measurements of surface, business problems.

III. Study of vegetation in Porto Rico, dispersion of seeds. Effect of heat and gravity on water and air. Study of bird life and its dispersion. Simple laws of heat. Review the United States and Porto Rico geographically. Study the British Isles, Germany, France, and Spain. Lessons on Cuba, the Philippine Islands, on winds, and ocean currents. The structure of the muscles and skin. The growth, waste, and renewal of the body. Simple laws of digestion, circulation of the blood, and the relation of the blood to health. Effect of alcohol on the digestion and the circulation. Suitable supplementary reading in harmony with the work of the year.

IV. In United States history, the period of colonization and of the Revolutionary war. Stories in connection with the history of Great Britain, Germany, France, Spain, Cuba, the Philippines, and other countries important to the pupils.

V. Drawing of plants and common objects. Analyses of leaves and flowers for color scheme. Study of famous paintings, using the results as language and history material. Accurate drawings of simple rectangular objects and the applications in appropriate material.

## SEVENTH GRADE.

I. The formal study of the sentence, parts of speech, phrases, clauses, analyses of sentences, and special attention to English conversation.

II. Applications of percentage to insurance, interest, commission, taxes, etc. Business. Business transactions and accounts. Thorough study of inclosed and solid contents of cylinder, pyramid, and cone.

III. Study of grasses and grains. Typical marine animals. Some plant family, as the rose. General review of North America. Study of Asia and Africa, noting especially colonies and dependencies, with special lessons upon productions and government. Study of coal, its distribution and uses. The composition and purity of air, organs of respiration, including ventilation, disinfectants, exercise, and clothing, vocal organs and their functions, effects of stimulants and narcotics.

IV. Special attention to United States history from 1783 to the civil war, dwelling especially upon the personalities of the characters rather than the administrative problems. Reading from early history of England. Study of the local government officials, by whom chosen, duties, etc. Study of insular government and United States Government to fix civil processes clearly in the mind.

V. Drawing continued in harmony with the work of the year before. Music and calisthenics.

## EIGHTH GRADE.

I. Study of literature. The reading of pedagogical selections and general survey of the field of English and Spanish literary development, dwelling especially upon the authors who have touched the life of Porto Rico. Study of the English language continued, including remaining parts of speech. Rules of syntax. Analyses of sentences. Special attention to English conversation.

II. Drill on definitions, rules, and formulas in arithmetic. Problems and theories relating to angles and lines. Simple accounts; special attention to business forms.

III. Study of poisonous plants and trees. Elementary lessons on light, sun, and electricity. Comparative study of climate, winds, and states of society. The nervous system. Organs of the special senses. Effects of narcotics and stimulants upon the nerves. Appropriate reading relating to the above topics.

IV. Study of recent United States history, beginning with the civil war and studying current events. History of Porto Rico to the present time. Reading of English history of the eighteenth and nineteenth centuries. Principles of State government; special attention to the Constitution of the United States. Object of laws and duties of citizens and of officials. Rights and duties of nations, war and arbitration.

V. Drawing in any medium of common objects. Analyses of beautifully colored nature objects for color scheme. Study of buildings and their influence. Simple perspective. Study of historic ornament and complementary groups of colors. Continuation of industrial drawing and processes. Drill in music and calisthenics.

It is understood that this is a mere outline to be followed in the main; that in the primary school the first year at least 40 per cent of the entire time should be

devoted to Group V, 12 per cent to Group II and Group III, and the remainder of the time to Group IV. Continuing in this way until the third year, gradually lessen the time to Group I and to Group V, increasing the time in Groups II, III, and IV, in the order named, and in the fifth year giving 35 per cent of the time to Group I, 20 per cent to Group V, 15 per cent to Group II, 20 per cent to Group III, and the remainder of the time to Group IV; carrying this general relation throughout the sixth, seventh, and eighth years, never sacrificing the language work to any other feature of the course. It is understood, further, that in the rural schools the less essential parts of the course may be omitted, but in the graded schools, so far as possible, the entire course of study should be undertaken with such modifications and omissions as may be made absolutely necessary by local conditions, and which shall be made only by the advice and consent of the supervisor of the district and the principal of the school. Do not allow pupils to enter a higher grade than the one in which they can do the work satisfactorily. It is always easy to promote a child, but always difficult to reduce his grade; it is better to put him in the next lower grade than in the one next higher. It is not so much a question of what grade a pupil is in as it is a question as to what kind of work the pupil does in the grade. The teacher should under all circumstances equip herself in all the different groups of studies here provided for. It is further recommended, and even urged, that in each school there shall be collected appropriate objects for the proper presentation of these lessons. These objects may be gathered by the children and teacher in the neighborhood, or purchased by the board of education, or made by the children themselves under the direction of the teacher. It is a poor school that does not, through its own resources, provide at least some equipment to do objective teaching. The real test of good teaching is to be found in the power of the child to think clearly and to express his thoughts in language, both oral and written, and no lesson should be considered well taught until the child has acquired the ability to give an intelligent report of that lesson. Remember that it takes time to develop mental power, and that very moderate progress with work well done is better than haste attended by superficial knowledge.

Beyond all courses of study, and more important than any part or parts of the same, is the power and life of a noble teacher, impressing upon the children from day to day the simple lessons of Christian manliness or womanliness, earnest devotion to country and home, and that series of civic, social, and moral virtues which in the aggregate make up a noble character. The end of all true teaching is right living.

#### COURSE OF STUDY FOR HIGH SCHOOL GRADES.

##### NINTH GRADE.

I. Literature: The reading of the Standard Fifth Reader and supplemental works on English literature. English grammar, including etymology and syntax, especially the oral analysis of sentences rather than any system of diagrams. Review of Spanish grammar and syntax. Begin Latin. (Fifteen periods a week.)

II. Mathematics: A thorough drill in arithmetic, including especially percentage and its applications, to be followed with problems growing out of all the subjects covered during the seventh and eighth grades. Algebra: Beginning with the subject and extending through the fundamental processes, factoring, and simple equations. Applications of arithmetic to business accounts. (Ten periods a week.)

III. Complete political geography, with special attention to the Far East, Russia, and South Africa, and include physical and commercial geography. (Five periods a week.)

IV. Greek and Roman history. The general study of history, special stress to be laid upon the laws and duties of citizens and officials of nations, together with the bearing of ancient history upon modern times. (Three periods a week.)

V. Drawing from object. Study of historic drawing. Simple architectural drawing. Drill in music and calisthenics. (Four periods a week.)

##### TENTH GRADE.

I. English classics. Latin, Cæsar. Spanish composition and rhetoric. (Fifteen periods a week.)

II. Algebra (continued). Plane geometry. (Ten periods a week.)

III. Physics. (Five periods a week.)

IV. United States civil government, special attention to Constitution of the United States and organic act of Porto Rico. (Three periods a week.)

V. Drawing, music, and calisthenics. (Four periods a week.)



## ELEVENTH GRADE.

- I. English classics. Latin, Virgil. Spanish literature or begin French. (Fifteen periods a week.)
- II. Geometry: Review plane and begin solid. (Five periods a week.)
- III. Physics, chemistry. (Ten periods a week.)
- IV. Mediæval and modern European history. (Three periods a week.)
- V. Mechanical drawing, music, calisthenics. (Four periods a week.)

## TWELFTH GRADE.

- I. (a) English literature and composition. (b) Latin, Cicero. (c) Spanish, French, German, or Greek. (Fifteen periods a week.)
- II. Solid geometry. Review arithmetic and algebra. (Ten periods a week.)
- III. Chemistry, biology. (Five periods a week.)
- IV. United States and English constitutional history. (Five periods a week.)

## OUTLINE FOR COURSE OF STUDY IN INDUSTRIAL SCHOOLS.

## FIRST YEAR.

- I. Language. (Ten periods per week.)  
Reading and writing Spanish and English. Dictation and composition of business forms and letters in both languages. Exercises in English with special practice in conversation. Elementary Spanish and English grammar.
- II. Mathematics. (Five periods per week.)  
Arithmetic: Review as rapidly as possible the fundamental operations and processes. Teach thoroughly common and decimal fractions, giving ample opportunity for practical exercises on the fundamental processes. Thorough drill, with practical problems in English and metric systems of weights and measures. Elementary business accounts; methods of rendering bills, keeping records, and making payments.  
Mensuration: Plane figures; and surface measurement of cube, prism, and square pyramid.
- III. Science. (Five periods per week.)  
Geography: (a) Physical and political geography of North America, West Indies, and Central and South America.  
(b) Elementary commercial and industrial geography of United States and West Indies, paying special attention to crops, products, manufactures, sources of raw material, and routes of trade and travel.
- IV. History. (Three periods per week.)  
(a) Reading: Stories of exploration and discovery in North and South America and the West Indies.  
(b) Study: Early colonial life in the United States and Porto Rico, touching upon the relations of the Indians with the Europeans, and the struggles for occupation.
- V. Drawing. (Ten periods per week.)  
(a) Free-hand drawing from geometric objects, simple plants, and fruits.  
(b) Mechanical drawing, with attention to scale, accuracy, and neatness of execution. Floor plans; models for tools and machinery.
- VI. Hand work.  
(a) Sloyd—for boys. (Five periods per week.) Use of tools in woodworking. Construction of simple models, teaching and requiring accuracy of hand and eye. Construction of articles of household use, brackets, frames, and light furniture.  
(b) Cooking—for girls. (Three periods per week.) Preparation of common articles of food, with special attention to dietetic and hygienic principles. Methods of cooking meats, vegetables, etc., and dishes usually eaten in Porto Rican homes.  
(c) Sewing—for girls. (Three periods per week.) Work in cutting from patterns, fitting, basting and sewing, buttonhole making, etc.  
(d) Needle work—for girls. (Two periods per week.) Drawn work and lace making, knitting, darning, embroidery, etc.

ESCUELA NORMAL INSULAR, RÍO PIEDRAS, P. R.—DEPARTAMENTO  
NORMAL DE LA UNIVERSIDAD DE PUERTO RICO.

PROSPECTO PARA EL AÑO ESCOLAR 1903-4.

JUNTA DE SÍNDICOS DE LA UNIVERSIDAD DE PUERTO RICO.

Hon. W. H. Hunt, gobernador de Puerto Rico, presidente honorario.  
Hon. S. M. Lindsay, comisionado de instrucción pública, presidente efectivo y  
canciller de la universidad.  
Hon. Fidel Guillermet, vice-presidente, San Juan.  
Hon. Chas. Hartzell, secretario de Puerto Rico.  
Hon. Willis Sweet, fiscal general de Puerto Rico.  
Hon. W. F. Willoughby, tesorero de Puerto Rico.  
Hon. Manuel F. Rossy, presidente de la cámara de delegados.  
Hon. Bernardo Huicy, Arecibo.  
Hon. Carlos Armstrong, Ponce.  
Hon. Francisco Verges, Arroyo.  
Mr. J. H. A. Smith, secretario y tesorero interino, Río Piedras.

CUERPO DE PROFESORES.

ESCUELA NORMAL INSULAR.

Paul G. Miller, principal (State Normal School, Oshkosh, Wis.).  
Felipe Janer, vice principal (Escuela Normal Central de Madrid, España).  
Susan D. Huntington (Wellesley College, Wellesley, Mass.).  
Domingo A. Rubio (Escuela Normal Central de Madrid, España).  
Elizabeth F. Hall (Smith College, Northampton, Mass.).  
José Janer (Universidad Central de Madrid, España).  
Ruth A. Gottlieb (Laura Memorial College, Cincinnati, Ohio).  
J. H. A. Smith (Normal School of Gymnastics, Boston, Mass.).  
Lina Estella Test (Art Students' League, New York City).  
Francisco Oller (Instituto de Artes, París, Francia.)  
F. M. Pennock (Cornell University, Ithaca, N. Y.).

ESCUELA MODELO.

Susan D. Huntington, principal (Wellesley College, Wellesley, Mass.).  
Grace Mowry (Norwich Free Academy, Norwich, Conn.).  
Julia H. Hoffman (Norwich Free Academy, Norwich, Conn.).  
Alberta B. Campbell (State Normal School, Randolph, Vt.).  
A. Blanche Stone (State Normal School, Terre Haute, Ind.).  
Violet F. Ward (Chicago College, Chicago, Ill.).

COMISIONES DE PROFESORES.

*Exámenes y calificaciones.*—Don Felipe Janer, Srta. Huntington, Srta. Hall.  
*Plan de estudios y textos.*—Srta. Gottlieb, Sr. Rubio, Don José Janer, Sr. Smith.  
*Ejercicios literarios y retóricos.*—Srta. Hall, Don Felipe Janer, Sr. Rubio, Srta.  
Test, Sr. Oller.  
*Juegos atléticos.*—Sr. Smith, Srta. Test, Sr. Pennock.  
*Sociedades literarias y musicales.*—Don Felipe Janer, Srta. Hall, Srta. Test, Sr.  
Smith.  
*Recepción de alumnos nuevos.*—Don José Janer, Srta. Gottlieb, Sr. Rubio, Sr. Oller.  
*Asuntos de disciplina.*—Sr. Rubio, Srta. Gottlieb, Srta. Huntington, Don José Janer.

CALENDRI0, AÑO ESCOLAR 1903-1904.

*Septiembre 28 de 1903.*—Apertura del curso, primer término.  
*Diciembre 24 de 1903.*—Clausura del primer término.  
Vacaciones de Navidad.  
*Enero 4 de 1904.*—Apertura del segundo término.  
*Marzo 30 de 1904.*—Clausura del segundo término.  
*Abril 4 de 1904.*—Apertura del tercer término.  
*Junio 22 de 1904.*—Clausura del tercer término.

## PLAN DE ESTUDIOS.

## PRIMER AÑO.

*Primer término.*—Inglés—lectura y conversación (1); castellano—lectura, fisiología (1), historia americana (1), dibujo.

*Segundo término.*—Inglés—lectura y conversación (2); castellano—gramática, aritmética (1), diaección de escuelas, historia americana ( $\frac{1}{2}$ ), geografía ( $\frac{1}{2}$ ).

*Tercer término.*—Inglés—gramática (1), aritmética (2), observación de la enseñanza práctica, música, geografía.

## SEGUNDO AÑO.

## CURSO LITERARIO.

*Primer término.*—Álgebra (1) ó aritmética, pedagogía—teoría de la enseñanza; inglés—gramática; castellano—composición, música.

*Segundo término.*—Álgebra (2), geografía física, enseñanza práctica; inglés—composición (1), dibujo.

*Tercer término.*—Gobierno civil, botánica (1), inglés—composición (9), castellano—retórica, dibujo.

## CURSO CIENTÍFICO.

*Primer término.*—Álgebra (1) ó aritmética, pedagogía—teoría de la enseñanza; inglés—gramática, fisiología (2).

*Segundo término.*—Álgebra (2), geografía física, enseñanza práctica; inglés—composición, dibujo.

*Tercer término.*—Gobierno civil, botánica (1), álgebra (3); inglés—composición (2), dibujo.

## TERCER AÑO.

## CURSO LITERARIO.

*Primer término.*—Geometría (1), física (1), literatura americana (1), historia universal (1).

*Segundo término.*—Geometría (2), psicología pedagógica, historia universal (2), literatura americana ( $\frac{1}{2}$ ), literatura española ( $\frac{1}{2}$ ).

*Tercer término.*—Economía política, enseñanza práctica, historia universal (3), literatura española.

## CURSO CIENTÍFICO.

*Primer término.*—Geometría (1), botánica (2), física (1), literatura americana.

*Segundo término.*—Geometría (2), física (2), psicología pedagógica; castellano—composición y retórica.

*Tercer término.*—Geometría (3), física (3), economía política, enseñanza práctica.

Debido al número de asignaturas se ha hecho necesario hacer una división después del primer año, haciendo un curso científico y otro literario. En el primero predominan las matemáticas y las ciencias; en el segundo, los idiomas é historia. Teniendo en cuenta el trabajo llevado á cabo en el primer año, los profesores indicarán el curso que han de seguir los alumnos al comenzar el segundo año.

Además de las asignaturas especificadas en el plan general todos los alumnos harán ejercicios físicos bajo la dirección de los profesores que tienen á su cargo estas materias, á lo menos dos veces á la semana, y tomarán parte en los ejercicios musicales quince minutos diariamente. Los alumnos que por sus trabajos escritos demuestren un conocimiento poco satisfactorio en la ortografía, caligrafía y uso de su idioma nativo serán organizados en clases especiales hasta que lleguen á perfeccionarse en estas materias.

Empezándose con el mes de noviembre se verificarán ejercicios literarios y retóricos, á lo menos una vez por mes, con el fin de educar y acostumbrar á los alumnos á hablar en público y presentar disertaciones originales. Los alumnos del segundo año recitarán un trozo de literatura escogida y harán una disertación por escrito. Los alumnos del tercer año recitarán un trozo de literatura escogida y harán dos disertaciones, una de las cuales ha de ser en inglés. El trabajo indicado en estos ejercicios es el mínimo y puede aumentarse por los profesores.

Se dará un curso de Agricultura y Estudio de la Naturaleza á opción de los alumnos.

Los estudiantes que concluyan satisfactoriamente los estudios en uno de los dos cursos indicados recibirán el diploma de esta escuela.

## CURSO PARA MAESTROS RURALES.

De acuerdo con lo dispuesto por la sección 55 de la vigente ley escolar el comisionado de instrucción designará á ciertos maestros rurales para asistir á un curso especial en esta escuela, abonándoseles sueldo mientras que estén cursando sus estudios por un período de tres meses. Los que deseen acogerse á esta disposición deben solicitarla al comisionado de instrucción por medio del superintendente del distrito. El curso especial para estos maestros abarcará idioma inglés, idioma castellano, aritmética, geografía, historia, dibujo y estudio de la naturaleza.

El trabajo seguido en esta escuela estará dividido en la forma siguiente:

I. Departamento de pedagogía: (a) Dirección de escuelas; (b) observación de enseñanza práctica; (c) métodos de aritmética, geografía, historia, lenguaje, gramática y lectura; (d) pedagogía—principios fundamentales; (e) psicología pedagógica; (f) enseñanza práctica.

II. Departamentos de matemáticas: (a) Aritmética; (b) álgebra; (c) geometría.

III. Departamento de ciencias: (a) Fisiología; (b) botánica; (c) física; (d) agricultura; (e) estudio de la naturaleza.

IV. Departamento de inglés: (a) Lectura y conversación; (b) gramática; (c) composición; (d) literatura americana.

V. Departamento de castellano: (a) Lectura; (b) gramática; (c) composición; (d) retórica; (e) literatura española é hispano-americana.

VI. Departamento de historia, economía, política y gobierno civil: (a) Historia de los Estados Unidos; (b) gobierno civil; (c) historia universal; (d) economía política.

VII. Departamento de geografía: (a) Geografía descriptiva y política; (b) geografía física.

VIII. Departamento de cultura física.

IX. Departamento de música.

X. Departamento de dibujo.

## LA ESCUELA MODELO.

En conexión con la Escuela Normal hay una escuela modelo donde los alumnos de aquella tendrán la oportunidad de observar el trabajo de profesores competentes, y donde al mismo tiempo han de dirigir clases como parte de su preparación para el magisterio bajo una inspección rigurosa.

Esta escuela tendrá los mismos grados que las escuelas públicas, así como un kindergarten.

## OBJETO DE LA ESCUELA NORMAL.

El objeto de esta escuela es la completa preparación de personas aptas para dirigir escuelas públicas en Puerto Rico. Ninguna persona que no tenga disposición natural para el trabajo del maestro, ó que tenga defectos físicos, debiera tratar de ingresar en esta escuela. Se exige de aquellos que deseen disfrutar de las ventajas y beneficios ofrecidos una preparación adecuada para el ingreso, disposición natural para el estudio y el amor al trabajo escolar. La asistencia diaria y puntual, la buena preparación de las lecciones asignadas por los profesores y la buena salud asegurarán á los alumnos el buen éxito en su propósito de hacerse profesores competentes.

## REQUISITOS DE INGRESO.

Los aspirantes que deseen ser admitidos á esta escuela han de tener á lo menos quince años de edad, ser de buenas condiciones morales y gozar de buena salud.

Las personas que tengan diplomas que acrediten haber completado el trabajo del curso primario satisfactoriamente, así como aquellas á quienes se les ha concedido becas de acuerdo con las disposiciones de la "ley sobre educación en la Escuela Normal de Río Piedras de determinados jóvenes puertorriqueños," y á los que fueron aprobados en los exámenes que se llevaron á cabo en los días 5, 6 y 8 de junio de 1903, se les admitirá sin otro examen siempre que llenen las condiciones precitadas.

Todos los demás aspirantes han de sufrir el examen de ingreso que se verificará en los días 17, 18 y 19 de septiembre de 1903 en los diez y ocho distritos de la isla. Este examen versará sobre idioma inglés, idioma castellano, historia, geografía y aritmética, exigiéndose los conocimientos del octavo grado en estas asignaturas. No se concederá otro examen de ingreso para el curso venidero, ni se admitirán después de la apertura del curso el día 28 de septiembre de 1903.

Los aspirantes que hayan cursado estudios en escuelas de segunda enseñanza pueden aprobar dichos estudios en esta escuela por medio de exámenes en las varias asigna-

turas así cursadas; pero no se concederá el diploma á ninguna persona que no haya seguido sus estudios en esta escuela por lo menos un año.

#### GOBIERNO Y DISCIPLINA.

En caso de falta de asistencia á la escuela los alumnos deberán presentar al principal una excusa por escrito y en caso de tardanza deberán explicar el motivo de ella á dicho funcionario. Solamente en casos de enfermedad ó accidente podrán aceptarse las excusas en la falta de asistencia ó tardanza; pero si un alumno ha de estar ausente por alguna causa urgente lo deberá notificar á su debido tiempo al principal. Los conocimientos son de poco valor si no se observa buena conducta y si no se cumple fielmente con los deberes escolares.

Es el deseo de la dirección permitir el mayor grado de libertad personal, pero el abuso de ésta será considerado como una falta grave, y ninguna persona cuya conducta no sea satisfactoria podrá recibir el diploma expedido por esta escuela así como tampoco podrá seguir siendo alumno de la misma.

#### OBSERVACIONES GENERALES.

El pueblo de Río Piedras dista 10 kilómetros de San Juan, la capital de la isla, y tiene un clima saludable y agradable. Por medio del servicio del tranvía eléctrico se puede ir á San Juan ó venir de allí cada media hora; también pasa por la población la vía de la American Railroad Company de Puerto Rico, facilitando así á los alumnos hospedarse en San Juan en caso que lo prefieran. Se ofrecen buenas oportunidades para estudiar y observar el trabajo de las escuelas públicas de Río Piedras y San Juan, así como el trabajo de la Escuela Alta y Escuela Industrial, ambas en la Capital.

El hospedaje se puede conseguir en Río Piedras y San Juan á precios bastante módicos, y el principal tendrá especial gusto en ayudar á los alumnos en encontrar hospedaje conveniente. Los alumnos nuevos al llegar á Río Piedras deben ir directamente á la oficina del principal en el edificio de la Escuela Normal donde recibirán las instrucciones necesarias con respecto al hospedaje y otros pormenores.

Los alumnos del segundo y tercer año se presentarán en la oficina del principal á las nueve de la mañana el sábado, día 26 septiembre de 1903 con el fin de recibir una relación de los estudios y los libros de texto. Todos los alumnos han de presentarse en el salón general el lunes, día 28 de setiembre de 1903, á las ocho y media de la mañana.

Se les facilitarán libros de texto á los alumnos, los cuales han de hacerse reponsables de su buen cuido y devolución.

Se cuenta para el trabajo de la Escuela Normal con un cuerpo de profesores escogidos, siendo algunos de ellos Puertorriqueños y otros Americanos. Actualmente se encuentran casi todos en los Estados Unidos, y algunos de ellos están siguiendo cursos de verano para profesores. Se emplearán en la enseñanza los textos y métodos más modernos y tanto los profesores como el Principal tendrán especial gusto en vigilar por el bienestar y el progreso de los alumnos, de modo que los padres de familia, que tengan hijos que estén en condiciones para ingresar en esta escuela, podrán enviarles en la seguridad que tanto en su vida social como escolar estarán debidamente atendidos.



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